



THE HISTORY PROGRAM AT BISHOP'S UNIVERSITY

ORIGINS, EVOLUTION, LEADING FIGURES, AND CURRICULUM

PATRICK LACROIX



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Patrick Lacroix

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Preface

Scholars have struggled to assign to history, as a field of knowledge and as a craft, a single, explicit purpose and to mobilize it in one specific direction above all others. In fact, history is used to such varied ends, in different ways and in different contexts, that the core of its significance is often lost. Yet, to speak personally, my historical training has always served me well and likewise I hope that an understanding of the development of the History Program at Bishop's University will serve others just as well, no matter what their interests or objectives may be. I especially hope to encourage reflection and discussion on the place of history within the curriculum, its worth and purposes, the courses that are deemed to be necessities, the quality of teaching, and the student experience.

It is my opinion that students ought to have a sense of the history of both the institution they choose to attend and the field in which they concentrate. The following paragraphs offer neither to their fullest extent, but they do bridge a gap that is often left unattended. It is all very well to speak of the professionalization of history in the abstract, for instance, or as it occurred in larger institutions, but surely it is also worthwhile to understand its process and implications at the very university where one is studying or teaching. The same applies to the broad development of history as an independent branch of learning. Conversely, one can learn about the history of Bishop's University without ever forming the slightest impression as to the place of History within the curriculum, or the experience of the Program's faculty and students.

I do not claim exhaustivity in the information I have amassed and there will undoubtedly be room for additions, possibly adjustments. I have sought to remain concise and relevant on one hand, and to provide proper context and necessary digressions on the other. Nor do I claim to have only provided the bare facts, and nothing else. In many ways the leading figures of the History Department are models, and one becomes attached by merely reading about their personalities and achievements. Bishop's University is itself a model, in my opinion, and I subscribe fully to its academic and social values. The study that follows is not disinterested, then, but the research is sound and will do more good than harm.

Finally, I hope to underscore the way in which individuals craft their own past into a story, often without even acknowledging it, and the inherent value of one's personal experience and recollections. Those who have experienced History at Bishop's, be it as a staff member or as a student, will, I further hope, take the time to ponder their memories and, perhaps, jot down their story and share it. Readers ought to feel free to append their tale, one that has undoubtedly been essential to the formation of their identity, to this research project which, in the end, is just that: the lived experience of men and women whose records bring light and perspective unto the path of subsequent generations.

P. L.

Early Developments, 1845-1905

THE INSTITUTION

Through its first sixty years, Bishop's College would be subjected to a number of challenges, and occasionally to outright crises, as it struggled to establish itself as a credible and financially viable post-secondary institution. The facilities and accommodations long remained inadequate, especially as far as the students' residential experience was concerned.¹ Most of the stresses on this still struggling institution, however, were borne commonly by instructors and students.

Bishop's College was, at its inception, a formally denominational institution, affiliated with the Church of England, with a strict code of conduct. Youths who did not belong to the Church could attend the College, but the administrators saw to it that all pupils were assiduous in attending the religious services of their confession.² Students would invariably have their meals with an instructor presiding at their table and would otherwise live a highly regimented residential and academic life.³ Yet it is the size of Bishop's College, with its location, not its standard of morality or code of conduct, that would set it apart. The first cohort, matriculating in 1845, numbered ten students in all. The principal then was Rev. Jasper Hume Nicolls, a graduate of Oriel College, Oxford, and it is he who did most of the teaching through the first few years of the institution.⁴ The level of attendance and breadth of teaching resources were constraints upon one another; by 1855, there were still only three full-time faculty members at the College, one of them also serving as principal.⁵ It followed that the tutorial system, founded upon "constant questioning," prevailed instead of lectures.⁶

Only in 1855, having received its royal charter as a university, did Bishop's College begin granting degrees "in the several arts of Divinity, Law and Medicine."⁷ Until then, students earned diplomas under the promise of future recognition as university graduates. As prefigured in the charter, most students who enrolled at the College in its first forty years would be pursuing Holy Orders or careers in law, medicine, or education.⁸

1. D. C. Masters, *Bishop's University: The First Hundred Years* (Toronto: Clarke, Irwin, and Co., 1950), 4-5, 49-50, 59-60.

2. *Ibid.*, 14-15.

3. *Ibid.*, 59-60.

4. *Ibid.*, 3-6.

5. Christopher Nicholl, *Bishop's University, 1843-1970* (Montreal/Kingston: McGill-Queen's University Press, 1994), 57.

6. Masters, 13-15, 48-49.

7. *Ibid.*, 37, 41.

8. *Ibid.*, 17, 76-77.

The petition for its incorporation, in 1843, stated the purpose of Bishop's College as "the education of the youth of this Province in the principles of true religion and in the various branches of learning and sound literature." The College, further, would "offer to the country at large the blessing of a sound and liberal education upon reasonable terms."⁹ Its curriculum mirrored those of other institutions in the English-speaking world, where the humanities were of supreme importance.¹⁰ As D. C. Masters explained, "[a]t first 'the humanities,' at Bishop's as elsewhere, meant only Greek and Latin literature. Eventually they came to include English, history, modern languages and what, significantly, [was, in 1950] still called . . . political economy."¹¹ The same situation prevailed across Canada East and subsequently the Province of Quebec, where denominational classical colleges prepared young men for advanced university degrees or for ordination. The classical colleges taught Greek and Latin and, as part of the *cursus studiorum*, trained future Catholic leaders to think well and speak well. Residential life was to play a key part in the development of these abilities. With the substitution of the Church of England for the Catholic Church, the situation that prevailed in Quebec's classical colleges generally holds for Bishop's College in this period.¹²

A SUBJECT OF SECONDARY IMPORTANCE

History was not a major subject at Bishop's, then, nor was the subject premised on the critical analysis of primary documents. According to the *Rules, Orders, and Regulations* of 1849, the four-year curriculum included courses in "Classical and English Literature and Composition, History, Mathematics, Natural and Experimental Philosophy, Chemistry, Logic, Rhetoric, Moral Philosophy, Hebrew, and Divinity."¹³ History, then, was on the books, but it may be asked, as one author did, whether this might not have been window dressing. An essay recapitulating the College's beginnings, published in 1857, acknowledged that "[s]ome of the subjects contained in this course are not yet sufficiently provided for, though they are not wholly neglected, such as History and Moral Philosophy, and Chemistry."¹⁴

Rev. Robert Walker, rector from 1867 to 1870, was highly interested in raising the institution's academic standards and hoped to accentuate the emphasis on classical learning.¹⁵ History as it is now taught was not then a classical subject. It would take some time for modern history to be seen as essential, especially as teaching resources remained insufficient.¹⁶ In fact, undergraduate

9. *Ibid.*, 13-15.

10. *Ibid.*, 21.

11. *Ibid.*, 158.

12. Nicholl, 193-194; Paul-André Linteau *et al.*, *Quebec: A History 1867-1929* (Toronto: James Lorimer, 1983), 210, 467, 472.

13. Masters, 20-21.

14. *Ibid.*, 21, 49.

15. Nicholl, 72.

16. According to professor and subsequent principal R. A. Parrock, there were two reasons for the exclusion of History from the course of study. On one hand, Greek, Latin, and Mathematics "require[d] the

degrees in History, independent of Classics, Law, Theology, and other disciplines, only emerged at Cambridge and Oxford in the last three decades of the nineteenth century.¹⁷ On the other hand, ancient history, taught at Bishop's by Edward Chapman, Rev. Nicolls, and later still by a new principal, Rev. Dr. J. A. Lobley of Trinity College, Cambridge, was well provided for.¹⁸ The syllabus of 1857 indicates that only Roman history would be taught, but matriculating students were expected to be acquainted with Herodotus, Xenophon, Sallust, Cicero, and Caesar in the original Greek or Latin and to master these historians' works while at the College.¹⁹ They would be examined on two historians, one Greek and one Latin, as degree requirements.²⁰

One finds mastery of "History – Outline of Grecian and Roman" as a requisite for matriculation in 1864.²¹ The same guide lists among "Subjects of Examination for Degrees of Bachelor of Arts" both Ancient and Modern History, the latter being strictly English, "from the Conquest to Henry VIII.; or from Henry VIII. to Queen Anne; or, from Queen Anne to the Congress of Vienna."²² Among the examination subjects listed in 1884 under "Law and History," there were four topics: Phillimore's *Private Law among the Romans*, first published in 1863; the constitutional history of England, with focus on the Anglo-Saxon period; European history from 1600 to 1700; and at last, and quite surprisingly, the history of ancient Egypt and Ethiopia.²³ Ten years later, the calendar still listed three of these examination subjects, while English history since 1815 replaced seventeenth-century European history. With the exception of those taking the "History Option," however, students at Bishop's would only see Greek and Roman history.²⁴

While the academic calendar is not a reliable window into the actual experience of students, it was frequently modified and expanded, an indication that change was indeed taking place as College enrolment and means increased. From three instructors in 1857, the teaching corps expanded to eight members by 1913. After 1880, especially, the College took a turn for the better

strictest accuracy and exactness," "the marks of true scholarship," aptitudes which, presumably, students could not develop in "modern" disciplines. "The second point in favor of the old training," wrote Parrock, "is the practice of voluntary, as distinct from spontaneous attention. In order to train this faculty the basis of education must be uninteresting in itself. And the elements of Mathematics and of Latin and Greek grammar are certainly uninteresting, they certainly do not arouse spontaneous attention. They demand a persistent effort of voluntary attention, and if this flags, the fact can be at once perceived and rectified. The study of Natural Science, of History and of many other modern subjects fails in that these things are naturally interesting in themselves, even in their preliminary stages, and the faculty of voluntary attention 'must be trained throughout the flexible years, and only in maturity allowed to range among the matters of its choice or its incidental duty.'" See Parrock, "The True Basis of Education," *The Mitre*, vol. 12, no. 2 (November 1904), 43-47.

17. D. R. Woolf, "English Historiography – Modern (since 1700)," in *A Global Encyclopedia of Historical Writing*, D. R. Woolf, ed. (New York City: Garland Press, 1998), 279.

18. Masters, 22, 64-65.

19. *Ibid.*, 19-20, 48; *Calendar of the University of Bishop's College, Lennoxville, C. E.* (1863), 7-11.

20. *Calendar* (1863), 8.

21. *Ibid.*, 6.

22. *Ibid.*, 8.

23. *The Calendar of the University of Bishop's College [...] 1884-1885*, 18.

24. *The Calendar of the University of Bishop's College [...] 1894-1895*, 22-25.

in terms of faculty and course offerings. Within a decade it welcomed G. B. Woolcombe of Oxford, the first lecturer in Political Economy.²⁵

Though its place within the curriculum was modest at best, there was still significant interest in history, and not merely ancient history. The first professor of Mathematics, Henry Hopper Miles, left Bishop's in 1867 and two years later became the secretary of the Protestant committee of the Council of Public Instruction. Soon after he wrote *A School History of Canada*, published in 1870, which went through seven editions in less than twenty years, as well as *The History of Canada under French Regime, 1535-1763*, published in 1872.²⁶ One may be tempted to disparage history, as it was then taught, as little more than a chronicle of political events; indeed Oxford historian E. A. Freeman's famous aphorism, to the effect that "history is past politics and politics are present history," several times found its way into *The Mitre*, in this period. But if nothing else teachers were becoming more critical of textbooks and more sophisticated in their historical explanations.

This is made abundantly clear in an address delivered by Ernest Smith before a local teachers' association in Cowansville and reported by *The Mitre*. Smith stressed the importance of connecting events and either quickening historical figures or immersing students in very specific historical circumstances. In his opinion, more attention needed be paid to the growth of the nation, here the Canadian nation, as the basic unit of history. As to the purpose of the discipline and its local blend of Canadian nationalism and British tradition, Smith explained, "let us paint such a picture of the progress and development of this nation as will make our pupils 'faithful to the constitution laws and institutions [sic] and loyal to the Sovereign Power representing them.'"²⁷ No such concern was expressed at the undergraduate level; the preoccupations of a student of Bishop's College were assumed to be of another order.

As Principal Nicolls sought resources for his the College, an uncle promised to send him Hook's *Roman Empire* in eleven volumes and Henry and Andrews' *History of England* in fourteen volumes for what was assuredly still a very humble library.²⁸ Some years later William Kingsford's *History of Canada* was donated by its publisher – the library's expanding Canadian content was inconsequential to the curriculum – and Robert Lilley offered the a biography of Napoleon Bonaparte by William Milligan Sloane and one of Lincoln by John G. Nicolay and John Hay.²⁹ These token signs of interest in the subject did little to advance the position of modern history, however, and in any event, learning occurred chiefly under the strict guidance of professors, from required texts, and not through external research.

25. Masters, 85, 115-116.

26. *Ibid.*, 6; Nancy Christie, "Henry Hopper Miles," *Dictionary of Canadian Bibliography* (Online: University of Toronto – Université Laval, 2000).

27. Ernest Smith, "The Teaching of History in Superior Schools," paper delivered at the annual meeting of the District of Bedford Protestant Teachers' Association, Cowansville, December 9, 1899, published in *The Mitre*, vol. 7, no. 4-5 (February-March 1900), 134-139.

28. Masters, 27.

29. *The Calendar of the University of Bishop's College [...] 1898-1899*, 32-33; *The Calendar of the University of Bishop's College [...] 1899-1900*, 50.

In the same period, Dr. Mackie's Prize for outstanding essays in Latin and English often engaged students on a topic pertaining to history, as in 1862-1863, when they were called upon "The effects of the Conquest of England by the Normans."³⁰ In 1908-1909, the topics were "The Battle of the Plains of Abraham" for the Latin prize and "The Founders of Quebec" for the English. Parkman's *Pioneers of France in the New World* had recently been added as a recommended text for matriculating students.³¹

The grammar school, Bishop's College School, initially a branch of the College and then an autonomous entity, prepared pupils for university-level studies and offered them a foundation in history, which may explain why the historical content was weaker at the more advanced level.³² Miles' *History*, presumably the first of his two survey textbooks, was given as an assigned reading at the School, as were William Francis Collier's *British History*, John's *History of England*, and *Great Events of History*, in 1873.³³ Collier's work was listed with James Frith Jeffers's *History of Canada* as preliminary examination subjects, in 1884, and John Richard Green's *Short History of the English People* also had its place within the curriculum.³⁴ Towards the end of the century, James Franck Bright's *English History for the Use of Public Schools* became recommended reading for prospective College students alongside Charles Merivale's work on the Romans, the latter being far more relevant in light of offered courses.³⁵

TOWARDS A NEW CONCENTRATION AND HONOURS IN HISTORY

In 1901, while Principal James Pounder Whitney helmed the College, an honours concentration, to begin in the second or third year of study, was introduced. This was not entirely Whitney's doing. In 1897 a young scholar from Cambridge, Leonard Ralph Holme, had been appointed lecturer "in political economy and philosophical subjects."³⁶ While at Bishop's Holme completed *The Extinction of the Christian Churches in North Africa*, based on an essay that had won him the Hulsean Prize in 1895, and thereafter published by Cambridge University.³⁷ His main contribution to Bishop's, however, would lie in curriculum development.

30. *Calendar of the University of Bishop's College, Lennoxville, C. E.* (1862), 6.

31. *The Calendar of the University of Bishop's College [...] 1908-1909*, 14, 38.

32. British History and Canadian History were assigned subjects for students seeking the degree of associate in Arts at the College School. See *Calendar [...] 1894-1895*, 29.

33. *The Calendar of the University of Bishop's College [...] 1873*, 51.

34. *Calendar [...] 1884-1885*, 24; *Calendar [...] 1894-1895*, 34.

35. *Calendar [...] 1894-1895*, 46.

36. Nicholl, 122.

37. Leonard Ralph Holme, *The Extinction of the Christian Churches in North Africa* (Cambridge: Cambridge University Press, 1898), iii, v-vi.

Student M. A. Phelan's valedictory address to the graduating class of 1899 offers a sense of the changes then under way. Phelan's first year at Bishop's coincided with the introduction of honours in Classics and Mathematics.³⁸ "In '97," he indicated, "we welcomed the acquisition of a lecturer in the department of English subjects, and at the end of the same year our calendar announced the plan of a new option embracing Political Science, Constitutional History and Philosophy."³⁹ He also considered the forthcoming English option: "The course as mapped out will be a broad one and covering a period of two years the student in Political Science, Philosophy, Ethics, History and Literature will have every opportunity of acquiring a thorough and practical knowledge of his subjects."⁴⁰

Through Holme's efforts, it is precisely in 1899 that Convocation authorized the creation of honours concentrations in these subjects, "a great and long overdue step."⁴¹ Already the academic calendar for 1898-1899 had listed the possibility of taking the bachelor of Arts degree with a Philosophy Option. Within that stream there was a Political Science concentration and a History concentration. The former was notably based on Viscount James Bryce's *Holy Roman Empire* and *American Commonwealth*, John George Bourinot's *How Canada is Governed* and *Story of Canada*, C. G. D. Roberts' work on Canadian political history, and Kingsford's *History of Canada*. Within the History concentration students were expected to take "English Political History," based on S. R. Gardiner's *Student's History of England* and J. R. Green's *Short History of the English People*; "English Constitutional History," reliant upon Taswell-Langmead; and a course either in Political Economy or Political Science.⁴² The first student in the History concentration, listed in this stream in 1899, on his way to honours in Philosophy, was F. L. Whitley, who had lately taken the exams in the three aforementioned courses.⁴³ E. A. Freeman's claim regarding the connection of history to politics was clearly expressed in academic realities. Otherwise, students pursuing the ordinary degree would take Greek and Roman history in their first two years while in their final year they would be examined on England's Norman Period and the Persian Empire.⁴⁴

Holme was made a full professor in English while he also took responsibility for courses in Political Science, Constitutional History, and Philosophy. He resigned the following year as the College hit difficult financial straits, and the "shipwreck of the honours program in English" followed.⁴⁵ Honours in History would be the substitute, and in 1902 it took shape as "the principal's

38. Honours streams in these two fields had been listed in the course calendar for decades. It is likely that the calendar presented the curriculum as it would be in time, with sufficient teaching resources, or as it was in theory. There is little reason to question Phelan, who not only spoke from personal experience, but did so before the officers of the University. See M. A. Phelan, "Valedictory of the Graduating Class of '99," *The Mitre*, vol. 6, no. 8 (July 1899), 150-153; *Calendar [...] 1873*, 20-21.

39. Phelan, "Valedictory of the Graduating Class of '99," *Mitre* (6,8), 150-153.

40. *Ibid.*

41. Nicholl, 122.

42. *Calendar [...] 1898-1899*, 11-12.

43. "Examination Results in the Graduating Year," *Mitre* (6, 8), 156-157.

44. *Ibid.*, 13-14.

45. Nicholl, 126.

special charge."⁴⁶ In pursuit of this degree, students would write nine papers in their second year and ten in their third, and choose either English, Medieval European, or General Modern History as their area of specialization. At that time there were only four other honours streams: Theology, Classics, Mathematics, and Philosophy.⁴⁷ History thus took its rightful place as a relevant and distinct branch of knowledge, but it remained a subject of secondary importance within the larger liberal arts curriculum. In fact, the universities of Cambridge and Oxford, better reference points for Bishop's than American institutions, only began awarding doctoral degrees in History in 1917 and 1920 respectively.⁴⁸

Though a true concentration in History may only have appeared in 1902, the academic calendar from the preceding academic year did provide a framework for historical studies at Bishop's. The subject would be required for matriculation and would remain an honours option while students were enrolled at the College. For students in this stream, in their second year they would be examined on general and colonial English history; the constitutional history of England either up to or after 1485; the economic history of England; outlines of Mediaeval European history; and the "Specific Study of some first hand authority," in occurrence, in 1901-1902, Lord Clarendon's *History of the Great Rebellion*.⁴⁹

The place of the natural sciences within the curriculum was significantly expanded following the First World War and, during the Depression years, a bachelor of Science degree would be introduced. The seven-course curriculum for freshmen enrolled in Science then included English and Divinity, yet the third subject for which the University offered a graduate course, History, was not required.⁵⁰ In time, though, Professor A. L. Kuehner could confidently tell his students that "[s]uch courses as Economics, History and English are of real value in enabling the technically trained graduate to meet the problems encountered in his profession whether he be chemist, biologist, physicist or mathematician."⁵¹ The University remained committed to the value of a liberal arts or humanities-oriented education.

46. *Ibid.*, 132.

47. *The Calendar of the University of Bishop's College [...] 1901-1902*, 16-20.

48. Woolf, "English Historiography – Modern (since 1700)," *Global Encyclopedia*, 279.

49. *Calendar [...] 1901-1902*, 11-16, 19-20.

50. Nicholl, 193-194.

51. Masters, 159.

Leading Faculty Members

REV. ARCHIBALD CAMPBELL SCARTH (1833-1904)

A. C. Scarth was first acquainted with Bishop's as a student, from 1855 to 1857.⁵² As one article would have it, "Canon (later Archdeacon) Scarth first came to Lennoxville at the invitation of the Rev. Lucius Doolittle, the noted churchman and educator who founded Bishop's College School and was a co-founder of Bishop's University. Canon Scarth became his assistant and went on to serve both the parish and the College . . . for 45 years."⁵³ According to friend Henry Roe, Scarth had previously studied at Knox College, in Toronto, for three years, and then in Montreal for one year before renouncing his Presbyterian faith.⁵⁴ In 1857 he married one of the granddaughters of Ezechiel Elliott, who had owned the tract of land that then formed the heart of Lennoxville.⁵⁵

Scarth became the rector for St. George's Church and a member of the Bishop's College School Association.⁵⁶ Principal Nicolls taught almost every subject at the College, including, by his own account, History. Scarth, for his part, taught "the one large and important subject," as Nicolls termed it, Ecclesiastical History.⁵⁷ He also became dean of Arts and College librarian.⁵⁸ Late one night, in January, 1876, fire broke out in the College building, a second major conflagration in less than a year. The village was immediately called upon to help battle the blaze. Scarth rushed from his home and "managed with some help to remove a quarter of the books from the library before the collapse of the floor above into the adjacent corridor drove him out of the building."⁵⁹ The central block was worst hit, the library was gutted, and other sections suffered water damage.⁶⁰ Scarth's wife died later that year; he married again, and his second wife, Agnes Paddon, inherited the building now known as Uplands in 1889, where the family thereafter resided.⁶¹

52. Henry Roe, ed., *Memoir of the Rev. Archibald Campbell Scarth [...]* (Sherbrooke: Stevens and Price, 1904), cited in "A History of the Faculty of Divinity, Bishop's University, 1843-1971," James Thomas Sweeny, M.A. Thesis, Bishop's University, 1994, 14. There is nothing to indicate that Scarth earned a degree at Bishop's until he was awarded a master of Arts degree, *honoris causa*, in 1865. See Masters, 162-164; *The Calendar of the University of Bishop's College [...]* 1882, 7.

53. "Uplands as cultural centre," *The Stanstead Journal*, vol. CXL, no. 35 (September 11, 1985), 8.

54. Roe, "The Passing of Canon Scarth," *The Mitre*, vol. 11, no. 6 (April 1904), 169-173.

55. *Ibid.*

56. *Calendar [...]* 1882, 41.

57. Nicholl, 72.

58. *Calendar [...]* 1882, 27.

59. Nicholl, 84.

60. *Ibid.* The academic calendar of 1898 indicates that "[t]he library has been to a certain extent replenished, and now contains upwards of 8,000 volumes, including many most valuable modern works in Theology, General Literature, Mathematical and Physical Science, Classical and Philological Research, but requiring much liberality to keep it adequately equipped." A nearly identical text, with the same stated number of volumes, had appeared in 1882. See *Calendar [...]* 1882, 25; *Calendar [...]* 1898-99, 30-31.

61. "Uplands as cultural centre," *Stanstead Journal* (September 11, 1985), 8.

Nicolls died in 1877. Scarth seems to have taken up the course load in secular History while continuing in Pastoral Theology and Ecclesiastical History.⁶² Principal Lobley, Nicolls' successor, taught Latin, Mathematics, Logic, Rhetoric, and Literature. All other subjects were Henry Roe's. Roe had come to Bishop's with the first cohort, in 1845, received his degree in 1854, with the granting of the university charter, and returned as the Harrold Professor of Divinity in 1873. When Nicolls died, Roe became dean of Divinity. He remained at Bishop's until 1891, when differences of opinion with Principal Thomas Adams over student discipline led to his resignation.⁶³ Roe may have taught History, but by the turn of the century, the academic prize in the field bore Scarth's name. In fact, in 1898, Scarth was listed as professor of History, likely covering both Ecclesiastical and Modern History.⁶⁴ Roe remained active in the Church, and when his former colleague, Rev. Scarth, died in 1904, it is he who edited the late dean's memoirs.⁶⁵

By that time two students had committed themselves to honours in History, a concentration created three years earlier. Edward Krans of New York won the Mackie Prize and graduated in 1902. W. Frederick Seaman of Hamilton, Ontario, completed his honours requirements in 1903 and graduated with the Principal's Prize in Modern History in 1904; he won the Mackie Prize both years. In fact Seaman soon returned to Bishop's as an assistant lecturer in Mathematics and assistant librarian.⁶⁶ Two students graduated from the History Option in 1905: C. W. Ford, and Anna F. Bryant, a teacher who had briefly studied at McGill and now became "[t]he first Lady Graduate in Arts at the University of Bishop's College."⁶⁷ Their final examination subjects were Constitutional History, Economical History, General English History, European History, a special period, and Divinity in addition to a historical essay.⁶⁸

REV. JAMES POUNDER WHITNEY (1857-1939)

A new attribution of subjects and courses occurred with every change in staff, including the appointment of a new principal, based on the faculty members' experience in each field.⁶⁹ This explains the difficulty in determining who was responsible for History, especially at a time when the subject was of secondary importance. Though faculty rotation remained high, some sense of order prevailed early in the new century, with Rev. J. P. Whitney. The Corporation appointed Whitney to succeed Thomas Adams to the principalship in the spring of 1900.⁷⁰

62. *Calendar [...] 1882*, 27.

63. Sweeny, 56-62; Nicholl, 110.

64. "The College Officers," *The Mitre*, vol. 6, no. 1 (October 1898), ii.

65. Sweeny, 14, 62.

66. *The Calendar of the University of Bishop's College [...] 1904-1905*, 37,43; *The Calendar of the University of Bishop's College [...] 1905-1906*, 10, 38, 43.

67. "Proceeding of Convocation Day," *The Mitre*, vol. 12, no. 8 (July 1905), 205.

68. "Results of the June Examinations," *Mitre* (12, 8), 210-211.

69. Nicholl, 142-143.

70. *Ibid.*, 130.

Whitney attended King's College, Cambridge, from 1877 to 1881 and graduated "with a double first in mathematics and history." He earned a bachelor's degree from Victoria University, in Manchester, in 1882 and for the next five years he was assistant lecturer at Owen's College, Manchester. During this time he earned his master's degree from Cambridge. For over a decade he would serve as the rector of some small parishes in and around London and Cambridge. Starting in 1895 he was lecturer for upper-year History at King's College.⁷¹ He had very much established himself as a credible historical scholar before coming to Bishop's, where he would also teach History. His work, in fact, earned him the recognition of the eminent Lord Acton, Regius Professor of Modern History at Cambridge, appointed, like Whitney, in 1895. The connection would be invaluable in Whitney's academic advancement well within a decade of his promotion:

*There has just been published the second volume of the Cambridge Modern History as planned by the late Lord Acton . . . We of Bishop's feel that an honor has been conferred upon us. Our Principal, Dr. Whitney, is the only historian in this country, we understand, who has been asked to contribute. His article is on The Helvetic Reformation, a subject with which he is thoroughly familiar, as those of his class in the Continental Reformation have begun to realize.*⁷²

In fact one very much wonders how much influence the reorganization of History at Cambridge, under John Robert Seeley (1834-1895), Mandell Creighton (1843-1901), and Lord Acton (1834-1902), may have had on the teaching of the subject at Bishop's, especially through Whitney and later through E. E. Boothroyd.⁷³

When Scarth passed away it is he, Whitney, who acted as rector for St. George's Church until a permanent successor was found.⁷⁴ Early the following year, Whitney convened the student body, to the surprise of all, to explain his decision to resign from his position and leave Bishop's after only five years in office. He would be returning to England to care for his ailing mother. This allocution was cited by *The Mitre* as a testament to the close relationship between the principal and his undergraduates. The editor also signalled both Whitney and his wife's involvement in the social life of the College and the former's beneficial influence over the students' scholarship. The departing principal was also credited for ending hazing among students and for the introduction of new second- and third-year honours courses.⁷⁵ By 1905 academic prizes were awarded for Ancient History, Church History, and Modern History.⁷⁶ Whitney would continue in the realm of academic research. He served as Hulsean Lecturer at Cambridge, in 1906-1907, and in the latter year he had

71. "The New Principal," *The Mitre*, vol. 7, no. 6-7 (April-May 1900), 214-215; "James Pounder Whitney," *The Mitre*, vol. 7, no. 8 (June 1900), 266-267.

72. "Arts Notes," *The Mitre*, vol. 11, no. 4-5 (February-March 1904), 141.

73. Woolf, "English Historiography – Modern (since 1700)," *Global Encyclopedia*, 279.

74. "Congregation of St. George's Manifests its Appreciation of Dr. Whitney's Services," *The Mitre*, vol. 11, no. 8 (June 1904), 235.

75. Nicholl, 139; "Editorials," *The Mitre*, vol. 12, no. 3-4 (January-February 1905), 71-73.

76. *The Calendar of the University of Bishop's College [...] 1906-1907*, 42.

a study on the Reformation published, after which he edited the first volumes of the *Cambridge Medieval History*. He occupied a professor's chair at King's College, London, and from 1919 to his final year, was Dixie Chair in Ecclesiastical History at Cambridge.⁷⁷

In the spring of 1905 the Corporation chose as the new principal Rev. Thomas Brace Waitt, who had graduated from Lincoln College, Oxford, in 1886 with first class honours in History and earned his master's degree in 1890. He had more recently been chair of History at Trinity College, Toronto. He would also serve as dean of Arts and teach English, History, and Ecclesiastical History. He died almost exactly a year later.⁷⁸ The next principal, Rev. Dr. H. de B. Gibbins, had studied at Oxford and at Trinity College, Dublin, and had published in economic and industrial history. He would resign in 1907 and die later that year.⁷⁹ Looking to this period, Christopher Nicholl concludes that "[i]n spite of remarkable versatility of competence among the staff, only theology, classics, and history had been continuously provided for at honours level since 1904, and history had been taught by three different professors, each of whom also carried the responsibilities of the office of principal."⁸⁰

ERIC EDWARD BOOTHROYD (1883-1945)

Principal H. de B. Gibbins was slated to teach both English and History, in 1906. But it seems that a new appointment in History had been found by the time the school year began. The man was E. E. Boothroyd, a native of Bradford, England. Boothroyd had earned an entrance scholarship to Trinity College, Cambridge, in 1902, and had graduated with honours in History in 1905. He then took a summer course in Caen, Normandy, and taught English at a *lycée* in Sens-sur-Yonne the following year. Boothroyd was hired at Bishop's in 1906, at the age of twenty-two, and would teach at the College until 1944, a span of thirty-eight years.⁸¹ It may be that he did not intend to stay, for the academic calendar that appeared in 1907 indicated that a lecturer in English and history had yet to be appointed.⁸² Yet, according to Nicholl, "Boothroyd was the first of the young lecturers from England to put down roots. An excellent teacher, his course in history and English literature became an essential element of a Bishop's education."⁸³ D. C. Masters described him as a "great personality" who "soon endeared himself to the students."⁸⁴

77. James Pounder Whitney, *The Reformation, Being an Outline of the History of the Church from A.D. 1503 to 1648* (New York City: The Macmillan Co., 1907), i; Nicholl, 139.

78. "The Late Principal Waitt, of the University of Bishop's College, Lennoxville," *The Mitre*, vol. 13, no. 5-6 (June-July 1906), 162-163; *Calendar [...] 1905-1906*, 10; Nicholl, 140.

79. Nicholl, 140.

80. *Ibid.*, 143.

81. "Executive Committee of Bishop's Recognizes Service of Professors," *The Montreal Gazette*, vol. 173, no. 154 (June 28, 1944), 13-14; "In Memoriam," *The Mitre*, vol. 52, no. 3 (May 1945), 5; "Noted Educational Career Closed With Death Of Dr. E. E. Boothroyd," *Sherbrooke Daily Record* (April 4, 1945), 3.

82. *The Calendar of the University of Bishop's College [...] 1907-1908*, 10.

83. Nicholl, 143.

84. Masters, 106.

Like other young staff he took part in students' extracurricular activities and oversaw life in residence. In 1912, following a shower of confetti from a student send-off committee, he travelled to England to marry.⁸⁵ Mrs. Boothroyd, *née* Lois Rimmer, became the director of the Women's Glee Club when it was formed, *circa* 1925.⁸⁶ Boothroyd had rowed at Cambridge and upon his arrival at the College found a boathouse on the Massawippi River; he was immediately made president of the Boat Club. As there were no eight-oared shells, with which he was familiar, he then turned out to football practice with students and took interest in hockey.

Also, already in his first year, Boothroyd became vice-president of the Racquet Club and president of the Debating Society.⁸⁷ He played chess and bridge, and founded and guided "the Churchwarden Club, a select society of members of faculty and students which met periodically 'for the colouring of Church-wardens [clay pipes] and the mutual amusement and instruction of its members.'"⁸⁸ In the summer he would spend time in Ayer's Cliff, where he would invite friends and discuss detective stories, tobacco, and interesting historical figures, "such degrading topics as Algebra or the Calculus [sic] being strictly barred."⁸⁹

Though he had little experience, Boothroyd was unquestionably talented and seems to have been exemplary in his various responsibilities. Accordingly, in 1909,

*[Principal] Parrock resorted to the dubious expedient of appointing Boothroyd to the Chair of History, though Corporation could not pay him the salary of a professor. Boothroyd was fully qualified to take charge of an honours program, but the precedent was a bad one, and within four years two other lecturers had achieved professional rank by the same route.*⁹⁰

Boothroyd was granted a master's degree by the University at Convocation that same year.⁹¹ While the young professor had a broad mind, which served him well at a time when faculty members might have to substitute for one another, he was equally comfortable, perhaps more so, as a specialist.

85. Nicholl, 144; "In Memoriam," *Mitre* (52, 3), 5.

86. Janet Speid Motyer in *A Portrait of Bishop's University: 1843-1993*, Anna M. Grant, ed. (Lennoxville: Bishop's University, 1994), 82.

87. "In Memoriam," *Mitre* (52, 3), 5; "The Directory," *The Mitre*, vol. 14, no. 1 (October 1906), 26.

88. Nicholl, 144.

89. "In Memoriam," *Mitre* (52, 3), 5.

90. Nicholl, 149.

91. The usage "Bishop's University," rather than "Bishop's College," was introduced by Rev. A. H. McGreer, principal from 1922 to 1947. It became the institution's legal title in 1958. See Nicholl, 47.

[W]hen Dr. Boothroyd became head of the Department of History, he was able to devote all his energies to the development of those courses in Mediaeval and Modern History which raised him to such a height of popularity among the student body as a teacher who combined the admirable qualities of humour, learning, and clarity of expression.⁹²

Boothroyd taught for nearly four decades, a period that coincided with rapid advances in Canadian historical scholarship. These changes were not reflected in the curriculum, which, in 1940, had little to distinguish it from the course of study of Boothroyd's first years at Bishop's.⁹³ Perhaps was he less familiar with Canadian history, foreign as it was to his academic training and to the intellectual climate at the Lennoxville institution; it is unclear whether he valued it less. The "study of some first hand authority" with Canadian constitutional documents as case studies, which accounted for the bulk of "Canadian studies," predated his coming to Bishop's.⁹⁴ There were no courses in the history of the United States.⁹⁵

Though its survival was no longer questioned, the University was still far from wealthy, in the first decades of the century, and the same went for its faculty. Rev. Scarth, for one, had long laboured without remuneration.⁹⁶ Until 1913 the lecturer in natural sciences went unpaid, and in that year it is only through a fundraising campaign that Corporation was in a position to raise the salary of its professor of History, among others.⁹⁷ Even then, at Bishop's as elsewhere, "[t]he life of a university professor . . . was far from luxurious; professors were paid miserable salaries," such that many had to work off campus to make ends meet.⁹⁸

Expansion continued: by 1922 sixty students were enrolled at Bishop's, fifty-two in Arts, eight in Divinity. A number of new teaching positions were added during that decade.⁹⁹ The institution changed, and so did its students. The student body of the Depression years was noticeably more rambunctious, for instance, and pranks were common. Masters recounted that "[o]n one occasion the entire class in ancient history attended Professor Boothroyd's lecture in classic Roman costume consisting mainly of white togas borrowed from the beds."¹⁰⁰ The admission of female students, first welcomed to lectures in 1903, was another important change which over time led to broader transformations on campus. Women outnumbered men in faculty of Arts classes through the duration of the First World War but soon returned to a subordinate role.

92. "In Memoriam," *Mitre* (52, 3), 5.

93. *Calendar [...] 1908-1909*, 26; *The Calendar of Bishop's University [...] 1940-1941*, 32, 35, 41-42.

94. *Calendar [...] 1908-1909*, 26.

95. *Calendar [...] 1940-1941*, 32, 35, 41-42.

96. Roe, "The Passing of Canon Scarth," *Mitre* (11, 6), 169-173.

97. Masters, 120.

98. Linteau *et al.*, 474.

99. Masters, 128-134.

100. *Ibid.*, 143.

Their presence on campus was respected but they remained second-class students throughout this period.¹⁰¹ Marion Burt Bourne, who graduated in 1928, recalled that

*[a]s Senior Lady [the elected leader of the women's own student association], I once attended a Students' Council meeting at the invitation of the then faculty representative, Dr. Boothroyd, who tactfully told the Council that as a student I was entitled to be there. The reaction was less than favourable. I accepted the rebuff without protest – it did not seem outrageous to me!*¹⁰²

In spite of Boothroyd and others' efforts, gradual gender integration and the process toward equality would only begin while A. R. Jewitt was principal, after 1948.¹⁰³

Boothroyd became a prominent figure within the college community and, we may assume, by this very fact, raised the profile of historical studies at Bishop's. He was the chair of the Department for over thirty years.¹⁰⁴ He was a long-time member of the Corporation and its executive committee and was appointed vice-principal in 1927. He also became vice-dean of the faculty of Arts.¹⁰⁵ He was made a doctor of civil law by the College in recognition for his services.¹⁰⁶ A member of the Canadian Historical Association and its American equivalent, Boothroyd did not feel confined to the ivory tower: as the *Montreal Gazette* reported upon his retirement, he was "[w]ell-known throughout the Eastern Townships as a public speaker and lecturer [and] took an active part in all college activities, particularly in connection with the Literary and Debating Society."¹⁰⁷ The latter was established largely through his efforts.¹⁰⁸

A former student of his, poet Ralph Gustafson, recalled him fondly. Boothroyd, nicknamed "Boots," began class with a roll-call, "benevolent despotism" as he termed it,

*and then we were launched – almost anywhere in the stretch of a lecture, from the Holy Roman Empire to the latest press despatch on world affairs, to the state of Cleopatra's morals. They all seemed to have something to do with one another and gather significance because of it. I don't know how Boots did it, but I early came to the conclusion that his special brand of informed wry humour was seven-tenths of it.*¹⁰⁹

101. Nicholl, 135, 179.

102. Bourne, "On Being A Co-Ed in the 20s," *Alumni Newsletter*, second series, no. 1 (September 1988), 5.

103. Nicholl, 239.

104. "Executive Committee," *Gazette* (June 28, 1944), 13-14.

105. *Ibid.*; *Calendar [...] 1940-1941*, 14.

106. "In Memoriam," *Mitre* (52,3), 5.

107. "Noted Educational Career," *Record* (April 4, 1945), 3; "Executive Committee," *Gazette* (June 28, 1944), 13-14.

108. "In Memoriam," *Mitre* (52, 3), 5.

109. Masters, 134.

"Boots" certainly mastered the art of digression, such that a student would affectionately satirize the professor's lecture style with a cartoon and this quotation, likely often heard: "which incident reminds me of a story I once heard."¹¹⁰ Like Gustafson most students were quite fond of Boothroyd. In 1943 a poll of graduating students showed a tie between English and History as the favourite subject. Boothroyd was voted most respected faculty member, the second most popular, behind Professor Kuehner of natural sciences, and he was a close second to Kuehner for the title of "best lecturer."¹¹¹ Yet he was no push-over: the following year he was voted, of all faculty members, second hardest marker.¹¹² Boothroyd was not a larger-than-life figure, but he was very active, highly appreciated, and eminently qualified to teach history.

The professor fell ill in 1942 and took a leave of absence while other faculty members tried to balance his responsibilities. He returned to work that very year but reduced his involvement in other activities. His health further deteriorated, however, and he retired in 1944.¹¹³ It seems that his decision to retire was made in 1943, when the yearbook committee dedicated its issue to him. Boothroyd addressed graduates on the issue of reconstruction in the post-war world and on the importance of making a lasting contribution to society.¹¹⁴ In June, 1944, the Executive Committee of the Corporation offered both him and Professor F. O. Call, a native of West Brome who had also taught for nearly forty years, the title of professor emeritus and thanked them for their long service to the University.¹¹⁵ According to Nicholl,

*[t]he death of [Boothroyd's] eldest son, killed in action in France in August of that year, was a stunning blow, bravely borne; but his strength continued to fail, and he died in April 1945 . . . Boothroyd's influence on the teaching of English and history, at the heart of the university's cultural heritage, had been such that his passing marked the end of an era – an era in which the Professor of History could be counted on for an entertaining and illuminating lecture on Molière.*¹¹⁶

The *Montreal Gazette* related his passing as follows:

A figure of exceptional appeal in the educational life of this province has been removed by the death of Dr. Eric Edward Boothroyd of Lennoxville.

110. Untitled, *The Mitre*, vol. 50, no. 3 (May 1943), 14.

111. *Bishop's '43*, 35-36.

112. *Bishop's '44*, 32.

113. Nicholl, 201.

114. *Bishop's '43*, 4-5.

115. "Executive Committee," *Gazette* (June 28, 1944), 13-14.

116. Nicholl, 201.

*A professor of history at the University of Bishop's College, Dr. Boothroyd was a man devoted to his profession, enjoying its atmosphere and finding in its duties the satisfying expression of his talents. During his thirty-eight years on the faculty of Bishop's he came to have a widening influence in advancing its work and its interests. To the hundreds of students who passed through his classes he will be remembered for his engaging kindliness and his thoughtful attachment to sound ideals of life and scholarship. Few men have been more suited to their work, and few have left behind them a more pleasant memory.*¹¹⁷

Rev. Arthur H. McGreer and Rev. Basil Jones, respectively principal and vice-principal, conducted the funeral service, held in St. Mark's Chapel. Pallbearers included professors Maurice Home, A. L. Kuehner, D. C. Masters, and A. W. Preston. Ushers represented the student body.¹¹⁸

Boothroyd was remembered with a scholarship, endowed by an anonymous alumnus in his honour, and his likeness was memorialized with a bronze bust by Orson Wheeler, presented by the Alumni Association to Convocation in June, 1945, and currently standing at the library.¹¹⁹

DONALD CAMPBELL MASTERS (1908-2001)

A native of Shelburne, Ontario, D. C. Masters attended Ridley College, a preparatory school located in St. Catharines.¹²⁰ He earned his graduate degree at the University of Toronto and went to Oxford on an IODE [Imperial Order Daughters of the Empire] Overseas scholarship. He obtained his doctorate in 1935 and stayed in England to prepare his thesis, "The Reciprocity Treaty of 1854," for publication. It appeared in 1937. Masters then worked as a research assistant for the National Bank, in Chicago, lectured at Queen's University, and for five years taught at United College, in Winnipeg. It is there that he met his wife; they were married in 1942.¹²¹ A Canadianist, Masters was also interested in the history of Christian thought and later would especially enjoy teaching a seminar on eighteenth-century thought.¹²² In 1944, he succeeded E. E. Boothroyd as professor of History at Bishop's. A writer for *The Mitre* spoke of his arrival as follows:

117. "The Passing of Prof. Boothroyd," *The Montreal Gazette*, vol. 174, no. 52 (April 5, 1945), 8.

118. "Impressive Final Tribute Accorded Dr. Boothroyd At University Chapel," *Sherbrooke Daily Record* (April 6, 1945), 3.

119. *Bishop's University Academic Calendar 2010/2011*, 243; Grant, 51.

120. "Meet the Professors," *The Campus*, vol. 12, no. 3 (November 4, 1955), 6.

121. *Ibid.*; D. C. Masters, *A Short History of Canada* (Toronto: Van Nostrand Reinhold Co., 1958).

122. Margaret Masters Helder, "Donald C. Masters M.A., D.Phil., F.R.S.C., D.C.L. 1908-2001," *Bishop's University News*, no. 8 (September 2002), 17-18.

*Prof. Masters is an ardent reader of detective stories and his arrival has introduced a new character to the Campus – Peter, his pet spaniel. If time allows, Dr. Masters intends to take up golf and tennis. To Dr. and Mrs. Masters and their baby daughter, Margaret, we would like to extend a hearty welcome, and we hope that they will like Bishop's as much as Prof. Masters' predecessor.*¹²³

Beyond his purely academic responsibilities, Masters founded and guided the History Club and welcomed History students to his home. As Margaret Masters Helder recalled, her parents "also entertained students for Bible studies on Sunday evening and hosted some large parties, often just for fun," at their house on campus.¹²⁴

In his first year at Bishop's, Masters served as the honorary president of the Literary and Debating Society, with which his predecessor in History had been involved.¹²⁵ Already, in 1946, Masters tied Professor Kuehner as most popular faculty member, in a student poll, and quite significantly, both were also tied for the distinction of "hardest marker."¹²⁶ One of alumnus Philip Rowswell's most salient memories from his time at Bishop's, recalling many years later, was that of "the D. C. Masters family trooping into Mass following Daddy Masters – all 8 I think!"¹²⁷ As Bishop's slowly moved away from its denominational heritage, Masters remained devoutly committed to the Anglican Church, the result of a personal religious awakening that occurred only a year before he came to Lennoxville. As he put it, "[r]eligion should occupy a position of central importance in the University life. For lack of it, education would be fragmentary and incomplete."¹²⁸ This sense of religious meaning had clear bearing on Masters' philosophy of history, as expounded in a lecture he delivered in 1962.¹²⁹ He was not afraid to share his faith: he published in the field, notably in the *Canadian Journal of Theology*, supported the Inter-Varsity Christian Fellowship, and, more personally, held Bible Study Fellowship meetings at his home.¹³⁰

Masters was part of a new breed of historians. He was not merely a *raconteur*: throughout his academic life he was involved in original scholarly research and made significant contributions to Canadian historiography through his written work. In a piece published by *The Mitre*, the year of his arrival, Masters explained that there was no reason why Canadian history ought to be seen as the duller university-level history course anymore. In his view, a revolution had taken place in the last thirty years with new research and compelling narratives developed by Innis, Creighton,

123. "Editorial," *The Mitre*, vol. 52, no. 1 (November 1944), 8.

124. Helder, *Bishop's University News* (8), 17-18.

125. *Bishop's* '45, 44.

126. *Bishop's* '46, 37.

127. Philip Rowswell in "Divinity House," brochure by Esther Barnett, Bishop's University, ca. 2007, 6.

128. "Meet the Professors," *The Campus* (12, 3), 6.

129. John Warwick Montgomery, "Introduction," *The Christian Idea of History: A Lecture Delivered under the Auspices of Waterloo Lutheran University on February 14, 1962* (Waterloo: Waterloo Lutheran University, 1962), 4-5.

130. *Ibid.*, 4; "Meet the Professors," *The Campus* (12, 3), 6.

Lower, Martin, and other scholars. At last, with Creighton's *Dominion of the North*, only recently published, Canadian history professors had for their subject a textbook to match G. M. Trevelyan's highly-regarded *History of England*. Supported by such scholarship, the emerging generation of history teachers, Masters argued, would help Canadian history come into its own so long as they strove to be convincing as well as interesting.¹³¹

The professor would remain until 1966, when he left for the University of Guelph. By the end of his tenure at Bishop's, Masters would be honorary university librarian as well as the chairman of the Committee on Graduate Studies, a fitting position, as "M.A. work [was] usually confined to English, History and Theology."¹³² He also found time, after 1960, to organize "Canada in World Affairs" seminars, which attracted distinguished speakers and large audiences.¹³³

Among the works that Masters prepared while at Bishop's are *The Rise of Toronto, 1850-1890*, appearing in 1947; "Fenian Raids," an article for *The Encyclopedia of Canada*, 1948; *The Winnipeg General Strike* and *Bishop's University: The First Hundred Years*, both in 1950; *Bishop's University and the Ecclesiastical Controversies of the Nineteenth Century (1845-1878)*, 1951; *The Establishment of the Decimal Currency in Canada*, 1952; *A Short History of Canada*, 1958; *Reciprocity, 1846-1911*, for the Canadian Historical Association, 1961; and *Protestant Church Colleges in Canada: A History*, 1966. He also contributed a chapter to J. Bartlet Brebner's *Canada: A Modern History*, published in 1960. In his last year in Lennoxville Masters wrote the script for the CBC radio series "The Coming of Age."¹³⁴

He also found time, while at Bishop's, to begin looking into the Nicolls Papers. With his wife Marjorie, a graduate of the University of Manitoba, Masters expanded upon this research and wrote *Ten Rings on the Oak, 1847-1856: Mountain-Nicolls Family Story*, published in 1987. This work had been preceded by *The Mountain Family Circle: A Study in Canadian Urban History*, published nearly three decades earlier. Masters continued researching well into his eighties. His last work on a Canadian subject was *John Henry Cody: An Outstanding Life*.¹³⁵

RODERICK PAGE THALER (1927-1974)

Soon Masters was no longer alone within the Department, and rather properly, as History was by then a very prominent subject. Both Boothroyd and Masters had had to cover a wide slate of topics in addition to their many other responsibilities. Principal Jewitt persuaded Corporation to grant additional teaching resources to the History and Classics departments. Roderick Page Thaler, a young Harvard graduate, was hired, and Jewitt was quite proud of this catch.¹³⁶

131. Masters, "Canadian History Comes Of Age," *The Mitre*, vol. 52, no. 2 (March 1945), 7-8.

132. *The Calendar* 1965-66, 8, 52.

133. Helder, *Bishop's University News* (8), 17-18.

134. *Ibid.*

135. *Ibid.*

136. Nicholl, 228.

Thaler was born and raised in Knoxville, Tennessee, the son of a scholar of Shakespearean literature. He suffered from debilitating illnesses as a child. Later in life "he was a courageous, if not obstinate, character who refused to speak of his infirmities, or allow them to rule his life," and accordingly his academic career was one of "unrelenting drive."¹³⁷ He earned his doctoral degree from Harvard in 1955 and began teaching at Bishop's that fall. In his first semester he was said to be "very impressed with Bishop's," such that he had "never been made to feel so much at home anywhere before."¹³⁸ Thaler taught History and Classics for nine years, after which, with the arrival of new faculty, he only taught the former. He notably edited Alexander Radishchev's *Journey from St. Petersburg to Moscow*, published by Harvard University Press in 1958, and had other works published in a number of academic journals. He was a member of the Canadian and American historical associations, and closer to home, he supported and contributed to *The Mitre*. Truly he was a scholar in every sense of the word.¹³⁹

"[A]n eccentric but never a figure of fun," Thaler taught as much through the strength of his own character as he did by lecturing.¹⁴⁰ Rev. Ronald Reeve, who taught at Bishop's for twenty years, described his friend as an

unassuming, painstaking scholar and teacher whose courses were, for many years, voted high on the list of 'best courses' by generations of Bishop's students.

But there was also Roderick Thaler the anglophile, who delighted in the quips and pranks of Gilbert and Sullivan, and was often seen to sing and dance his way across the stage in the old gymnasium on annual excursions from the sublime to the ridiculous, much to the delight of the local population.

There was Roderick the gracious Southern gentleman with impeccable manners who delighted to entertain students and faculty in his rooms, regaling them with curious concoctions which had an unnerving capacity to explode in their heads some hours later.

And there was Roderick Thaler, much exercised about international events, always ready to talk politics, always aware of remote historical sequences which others had long forgotten, and ready to share his insights that we might better understand why men act the way they do.¹⁴¹

137. "Dr. Roderick Thaler," *The Campus*, vol. 12, no. 1 (October 6, 1955), 7; Ronald Reeve, "Roderick Thaler: The Gentle Scholar," *The Campus*, vol. 30, no. 11 (January 24, 1974), 1.

138. "Dr. Roderick Thaler," *Campus* (12, 1), 7

139. Reeve, "Roderick Thaler: The Gentle Scholar," *Campus* (30, 11), 1

140. D. M. Healy, Eulogy delivered at St. Mark's Chapel, Saturday, January 19, 1974, *Campus* (30, 11), 1.

141. Reeve, *Campus* (30, 11), 1.

Thaler died suddenly at his residence, while he was "alone in his armchair, in a pool of light, examining the work of his students," early in 1974.¹⁴² Left to mourn were his wife Anne, his parents, as well as faculty and students, to whom he had been known as "Daddy-O" from early in his time at Bishop's. As former student Carol Elliott explained,

[d]igressions were a characteristic of Dr. Thaler's lectures and he continually apologized for them. Yet the discerning student knew that these alleged ramblings were Dr. Thaler's way of providing a relevant analogy, his method of inducing understanding in his students.

*Dr. Thaler's interest in his students went far beyond the academic requirements. He truly cared for his students and was eager to help them in any way. This was apparent during the annual personal interviews he held. Such a meeting was not a dry, academic, and uncomfortable session but a warm and friendly visit.*¹⁴³

In Elliott's words, "his desk was continually piled high with work, and his office light often burned late into the night,"¹⁴⁴ but he always made time for his students. "The familiar figure of Dr. Thaler – the green raincoat, the wire-rimmed glasses, the shy smile, the clasped hands – will be fondly remembered by them."¹⁴⁵ An academic prize was named in his honour, while the editors of *The New Mitre* dedicated their next issue to Rev. Sidney Jellicoe, also recently deceased, and Thaler.¹⁴⁶

PHYLLIS VAN VLIET HOME (1908-1998)

Bishop's University continued to expand in this period. From 1961 to 1965, the number of faculty members grew from thirty-two to fifty-six, while the number of teachers with a doctorate only grew from fourteen to seventeen.¹⁴⁷ It was a more pressing concern to expand programs in accordance with increasing enrolment than to raise the standing of the University through innovative research. The History Department grew accordingly. In 1962, Masters and Thaler were joined by Claude Thibault, a Canadianist, and Phyllis Home, who would teach British history.

142. Healy, *Campus* (30, 11), 1; "Deaths," *Sherbrooke Record* (January 18, 1974), 5.

143. Carol Elliott, untitled, *Campus* (30, 11), 1.

144. *Ibid.*

145. *Ibid.*

146. *Calendar 2010/2011*, 254; *The New Mitre* 74/75, 1.

147. Nicholl, 260.

Originally from St. Bernard de Lacolle, Phyllis Van Vliet came to Bishop's University in 1925, studied history under E. E. Boothroyd, and graduated in 1928 with Marion Burt Bourne.¹⁴⁸ Van Vliet earned her master's degree the following year. Her thesis addressed "Life in Athens as Portrayed in the Plays of Aristophanes." She married Maurice Home in 1930.¹⁴⁹ Home, a native of England and a veteran of the Great War, had studied at the University of British Columbia and at McGill.¹⁵⁰ He began teaching at Bishop's in 1926, working alongside Professor Kuehner, in natural sciences, and soon established himself as a brilliant instructor. Home was "particularly skilful and ingenious in designing and constructing experimental apparatus which the university could not otherwise afford. This activity and the recognition and nurture of the brilliant among his students satisfied his professional aspirations during a career of 38 years at Bishop's."¹⁵¹

While the couple's children were still young Mrs. Home contracted polio. In the words of a friend, "[w]ith her customary courage and sense of responsibility, she ignored her own pain to fulfill her role as mother and homemaker, but her sacrifice was to take its toll on her, and for years she suffered pain and lameness without a word of complaint."¹⁵² Still more remarkably, Mrs. Home, an active member of the Canadian Institute, did not sacrifice her professional interests.¹⁵³ In 1950, she was said to be principal of the Arundel Intermediate School, while her husband still taught in Lennoxville.¹⁵⁴ All three of their children graduated from Bishop's.¹⁵⁵

Though she was intellectually gifted and professionally driven, there is little doubt that Phyllis Home – very much a sign of the times – owed her teaching position at Bishop's at least in part to her marriage. Principal Jewitt had, in 1949 and 1951, appointed Marie Laskey and Louise MacIntosh, both also already married to faculty members, to part-time lecturer positions. Jewitt was concurrently pessimistic about the likelihood of Corporation assenting to the appointment of women to the tenure stream.¹⁵⁶ Mrs. Home was not the first female appointment at Bishop's, but she defied convention and deserves credit as a pioneer at the University and within her Department. More than that, as a friend stated, she "served as a link between the old and the new University."¹⁵⁷ Indeed, by 1975, she was surely an oddity, for her memories and experience of Bishop's stretched over the span of a half-century, a valuable element of continuity at an institution that had lately seen so much change.

148. Kathleen Harper, "Phyllis Van Vliet Home (1909-1998)," *Alumni Newsletter*, second series, no. 31 (November 1998), 15.

149. Masters, *The First Hundred Years*, 205.

150. "Meet the Professors: Prof. Home," *The Campus*, vol. 11, no. 2 (March 25, 1955), 3.

151. Nicholl, 193.

152. Harper, *Alumni Newsletter* (2, 31), 15.

153. *Ibid.*

154. Masters, *The First Hundred Years*, 205.

155. Harper, *Alumni Newsletter* (2, 31), 15.

156. Nicholl, 228.

157. Harper, *Alumni Newsletter* (2, 31), 15.

Masters was interested in original research; Mrs. Home saw herself first and foremost as a teacher. Her lectures "were scholarly and concentrated but made palatable by appropriate anecdotes and by her rather sardonic sense of humour."¹⁵⁸ Though resilient, determined, Mrs. Home "did not put herself forward; she did not seek prestigious positions in the University."¹⁵⁹ When Masters left, Claude Thibault became the departmental chairperson and took over the Canadian course load. Two new appointees joined Home, Thaler, and him: G. E. Carter to teach American history, and Charles Wojatsek, the author of a *Hungarian Textbook and Grammar*, to teach European history.¹⁶⁰ As Bishop's divested itself of its CEGEP equivalency programs and faced difficult financial times, staffing cuts occurred and did not spare the History Department.¹⁶¹ Of seven faculty members several years earlier, four remained by the fall of 1974. Home, appointed departmental "chairman" in 1972, survived the cut.¹⁶²

Phyllis Home retired in 1976, the year of her husband's passing. When she died, in 1998, her body, like those of Boothroyd and Thaler previously, was laid to rest in Malvern Cemetery.

158. *Ibid.*

159. *Ibid.*

160. *The Calendar 1966-67*, 9.

161. Nicholl, 295.

162. *The Calendar 1972-73*, 161; *Calendar 1974-75*, 138-139.

Faculty since 1974

INTERNAL STRIFE AND DEPARTURES

Many long-standing contributors to the University feared, with its rapid expansion under Principal Ogden Glass and the arrival of young instructors, educated in different traditions, that the venerable institution's heritage and character might be lost.¹⁶³ This remained a concern a decade later as a decline in enrolment led to significant faculty lay-offs from 1972 to 1974.¹⁶⁴

In reaction to Masters' move to Guelph, in 1966, two professors were hired to take up courses in American and European history. One was G. E. Carter, a graduate of Sacramento State College and at that juncture a doctoral candidate. He had taught in Oregon, Minnesota, and New Brunswick, and showed particular interest in civil rights. At Bishop's Carter hoped to correct the impression made upon Canadian pupils by "overly American patriotic texts . . . In particular he dismis[s]e[d] the idea of America as the 'Garden of Eden', or 'the great democratic society.' He stresse[d] seeing American History as it was and also the interpretive [sic] nature of his courses."¹⁶⁵ The other appointee was Charles Wojatsek.

A graduate of the University of Bratislava and the University of Debrecen, and formerly a student in Fribourg, Switzerland, Wojatsek had immigrated to Canada in 1951.¹⁶⁶ He earned his doctorate at the University of Montreal, taught at the University of Colorado for five years, notably published in the area of Hungarian language and literature, spent a year in Paris, and obtained his Canadian citizenship all in the fifteen years that preceded his arrival at Bishop's. By this point he was fluent in six languages. Wojatsek argued that Central European history was largely neglected in North American schools and universities. "Young Canadians have a mission as far as Central Europe is concerned," Wojatsek told a student from *The Campus*. "[C]ulturally, this section belongs with Western Europe, rather than the East. Dr. Wojatsek feels very strongly that a mistake was made in giving this section to the U.S.S.R. after the war. Had North Americans been aware of Central European history, this would not have occurred."¹⁶⁷ Wojatsek's sons Thomas and Andrew graduated from Bishop's in 1975 and 1976 respectively.

163. Nicholl, 283.

164. *Ibid.*, 295.

165. "New Faces On Campus," *The Campus*, vol. 33 [sic], no. 3 (October 14, 1966), 4-5.

166. *Calendar 1966-67*, 9; "New Faces On Campus," *The Campus*, vol. 33 [sic], no. 1 (Sept. 30, 1966), 4.

167. "New Faces On Campus," *Campus* (33, 1), 4.

Student Recollections

The late sixties and early seventies were probably what you could call the "golden years" for history at Bishop's University. Students were lucky to have no less than seven professors at any given time teaching everything from modern American history to Europe in the Middle Ages.

Claude Thibault was the head of the Department and taught Canadian and Quebec history; A. S. McGregor also did Canadian; Bill Matson, American; Charles Wojatsek, European; Dan Younker, Commonwealth and Colonial history and historiography; Phyllis Home, British and British Constitutional; and of course Roderick Thaler, Russian.

They were not necessarily scholars in the research sense, since we had not yet entered the "publish or perish" era yet, but most were decent teachers and cared about their students as human beings. Bill Matson was a perfect example. He, as far as I remember, had little interest in publishing but was one of the best teachers I ever had through three universities. He had worked with the military paper *Stars and Stripes* as a draftee before he became an historian. Dr. Younker, "Daniel Boom," taught historiography among other things, a course that was a requirement for receiving an honours degree in History. Phyllis "Momma" Home knew her stuff and her students.

Charles Wojatsek had such a thick accent it was often difficult to decipher what he was saying. I remember the first class I took with him. He announced we could submit our papers in English or French, or for that matter German, Czech, or Hungarian. "I speak six languages. English best." (Did I mention he also had a subtle but wonderful sense of humour?) Another example of his humour was during a class when he suddenly stopped, looked at us, and said, "And the pope said..." He went on in Latin for a couple of minutes, looked up, and said, "And we all know what that means." No translation, just a chuckle. Dr. Wojatsek also sold Irish Sweepstake tickets on the side. Usually out of the staff washroom. It was after all illegal at the time.

Roderick "Daddy-O" Thaler was the softest spoken professor in the entire university. One had to actually lean forward to hear. He also had the highest proportion of student athletes in his classes of any teacher. He was known as a rather soft marker. Dr. Thaler also taught a course in Russian literature which, if I recall correctly, was accepted as both a History and English course. It covered everyone from Pushkin and Dostoevsky to Pasternak.

Dr. Thaler carried a book bag with him at all times. In it were dog biscuits. Big ones for big dogs and little ones for little dogs. It turns out he was terrified of dogs. He also kept a sherry bottle in his desk, serving it in tea cups.

A. S. McGregor taught Canadian and was considered by many students to be stark raving mad. He had a fondness for shouting and wearing his kilt.

Phyllis Home started her married life living in the apartment (long gone) at the west end of the second floor of McGreer Hall.

Altogether they were a fascinating, and for the most part genial bunch. It was a time when classes were usually small and the professors knew you personally. There was also a good deal of socializing done with the Department and the History Club sponsoring sherry parties at the drop of a hat.

– Tim Belford '71

As many as eight professors came and then soon left from 1966 to 1976, not counting the departure of Claude Thibault or the retirement of Phyllis Home. This rapid succession of instructors is alas not merely attributable to broader institutional factors. There was also a clash of personalities rooted in different academic credentials and approaches, conflict that left many scars on the Department and on the University. In the end, only Wojatsek would survive in his position.

Peter Baskerville, a graduate of the University of Toronto and Queen's University, was hired following the death of Professor Thaler, in 1974. When Thibault took a leave of absence, soon after, Marc Boucher was hired on a one-year contract. Then, in 1975, Thibault, who had lately earned his doctoral degree in Rochester and served as academic assistant to the principal, joined the Association of Universities and Colleges in Canada, in Ottawa.¹⁶⁸ The Senate and the departmental appointments committee suggested that Boucher's contract be renewed. Acting on advice from Principal D. M. Healy, the Executive Committee of Corporation went in a different direction, opting not to renew the contract. The Department was left with four faculty members: Home, Wojatsek, and two young, recently appointed professors, Richard Reid and Baskerville.¹⁶⁹

In the winter of 1976, after less than two years at Bishop's, Baskerville, then acting chairman of the Department, announced that the current semester would be his last. Some of his frustration stemmed from the way in which others, like Boucher, were being treated by University administrators. As he explained to representatives of *The Campus*, "in the past two years I have seen professionals in teaching, having a respectable code of ethics, being shafted by an administration that seems to put their priorities in other places."¹⁷⁰ Yet the Department was by no means presenting a united front, and Baskerville was himself put in a difficult position:

The History department is acknowledged by some to be one of the weakest departments at Bishop's. In his first two years at Bishop's, Dr. Baskerville has come into frequent conflict with Dr. Wojatsek and Dean of faculty Dr. C.B. Haver; conflict which he and other members of faculty feel led to the otherwise unexplained action of the Tenure and Promotions Committee in extending [Baskerville's] contract for only one year instead of the usual two-year re-appointment.

Dr. Wojatsek has refused to recognize Baskerville as Chairman of the History department, and according to student reps Wojatsek has not attended a single department meeting all year long. Isolated from the other three members of the department, it is believed that Wojatsek has strong allies in Dean Haver

168. Malcolm Curtis and Michael Medland, "Baskerville resigns: History dept. loses another prof," *The Campus*, vol. 32, no. 19 (March 26, 1976), 3; *The Calendar 1974-75*, 139, 142.

169. Curtis and Medland, *Campus* (32, 19), 3.

170. *Ibid.*

*and Principal Healy. Coincidentally with Baskerville's resignation it is thought that Wojatsek may now chair the History department.*¹⁷¹

Whereas Wojatsek believed that only four faculty members were needed, Baskerville, like many students who were unable to take advertised courses, thought the number insufficient. Disagreement over the nature of the historical craft and teaching methods was the other side of the issue. Boucher had made a case for "a study of critical approaches to History," whereas Wojatsek seemed to often drift toward "rote learning," to the students' dismay.¹⁷² As for Baskerville,

*he gave no outward, or at least verbal, indication that he intended to shake the world. But as a student in one of his courses, one was immediately taken by the enthusiasm and vigor that he showed in his lectures. He has the unique ability to portray History as a living and breathing entity. This is definitely something that has been lacking before at Bishop's in some quarters.*¹⁷³

The student evaluations for that year are enlightening in some respects. Home was ranked within the average, among all professors. She seemed to be quite traditional in her approach, leaving little or no room for discussion or questions, and though some students deemed her boring, she was acknowledged as a good, knowledgeable professor. She was also, as far as the students perceived, the Department's most lenient marker. For Baskerville's evaluation, which was very positive, students regretted that there was only one of his kind within the Department. Richard Reid was "extremely helpful concerning essays," interesting, fair, and accessible.¹⁷⁴ Students who evaluated Professor Wojatsek referred to the language barrier and the fact that he "[slipped] into Polish without realizing it."¹⁷⁵ They also objected to his marking scheme and use of class time.¹⁷⁶ Wojatsek, for his part, complained of his colleagues' academic credentials, or lack thereof. In particular, Wojatsek, as an historian of Central and Eastern Europe, judged Baskerville to be insufficiently qualified to take up the late Roderick Thaler's course load in Russian history.¹⁷⁷ That, however, was inconsequential: with Boucher's departure, Baskerville had to take up the historiographical course and thus did not have the opportunity to teach Thaler's subject.¹⁷⁸

171. *Ibid.*

172. *Ibid.*; "Baskerville Case under fire," *The Campus*, vol. 32, no. 20 (April 2, 1976), 5.

173. D. Giddings, "A Fresh Breeze in the History Department," *The Campus*, vol. 31, no. 4 (Oct. 4, 1974), 3.

174. Professor Evaluations, appended to *The Campus*, vol. 32, no. 21 (April 9, 1976), 2, 4, 6.

175. *Ibid.*, 7.

176. *Ibid.*

177. Paul McFarlane and Rod Legge, untitled letter, *The Campus*, vol. 32, no. 20 (April 2, 1976), 4, 6; "Baskerville Case under fire," *Campus* (32, 20), 5.

178. Medland and Curtis, response, *Campus* (32, 20), 6.

Regardless of whether Boucher, Baskerville, and Reid were suited to teach the courses to which they were assigned, their short academic records worked to their detriment at a time when Principal Healy was trying to raise the University's research profile. In the fall of 1974, when the Tenure and Promotions Committee chose not to renew one Mathematics professor's contract, "the most powerful of the faculty clichés [sic] . . . managed to pass a resolution demanding the resignation of Dean Haver as Dean of Faculty."¹⁷⁹ One student wrote, in sympathy with Healy and Haver and by extension with Wojatsek, that

*Bishop's is trying to upgrade its Academic standards. Professors as well as students are being asked to conform to these academic standards or suffer the consequences . . . [T]he faculty view Bishop's as an ideal home for the aged and academically exhausted semi-intellectuals. A view like this can only reaffirm outside suspicions; that Bishop's truly is a 'Country Club.'*¹⁸⁰

Of course this was not true, as the case of the young, energetic Baskerville clearly illustrates, but the statement does point to the forces at work and certainly echoed Professor Wojatsek's views.

Debates over teaching methods and credentials may also have covered deep ideological differences, for Baskerville and Boucher were said to be "charged with dynamic and progressive ideas," while the eccentric, multilingual Wojatsek seems to have resisted such ideas with the zeal of a conservative *émigré*.¹⁸¹ In any event, in the end, Home retired as she had planned while the Executive Committee chose not to renew Reid's contract. Baskerville found a position at the University of Vermont and went on to teach at the University of Victoria and the University of Alberta. Students deplored the departure of the two young professors, who were characterized as "the best people in the Department, on top of their fields."¹⁸² As expected, Wojatsek became the chairman of the Department in the fall of 1976.

THE RECOVERY OF HISTORY

The conflict that brewed from Roderick Thaler's passing to the departure of Peter Baskerville ultimately did more harm to the place of History at Bishop's than any single individual. One writer alluded to the "degeneration" of the Department and to the problems that "conspired to defame its reputation both externally and internally."¹⁸³ Enrolment declined from fifty-four students pursuing honours or a major in History in 1974-1975 to thirty-nine the following year, and the trend per-

179. Dale Giddings, "Faculty Politics – Could Ruin Bishop's," *The Campus*, vol. 31, no. 9 (November 15, 1974), 5.

180. *Ibid.*

181. Medland and Curtis, *Campus* (32, 20), 6.

182. Curtis and Medland, *Campus* (32, 19), 3.

183. "Baskerville Case under fire," *Campus* (32, 20), 5.

sisted. Many students changed their concentration or made plans to study elsewhere. History had lost, for the moment, its standing and its privileged position as "the cornerstone of the Humanities Division."¹⁸⁴ In the meantime, Wojatsek was joined by Brian Jenkins, previously of the University of Saskatchewan, André Lefort, Karl Schweizer, and within several years, Robin Burns. With them, incrementally, stability returned and the Program was revived.

A graduate of the University of Manchester and a skilled lecturer, Brian Jenkins was and remains a scholar of Civil War-era diplomacy and Anglo-Irish politics. His extensive record of publication, spanning five decades, includes *Fenians and Anglo-American Relations during Reconstruction*, 1969; *Britain and the War for the Union*, 1974; *Era of Emancipation: British Government of Ireland, 1812-1830*, 1988; and biographies of Sir William Gregory and Henry Gouldburn, published in 1986 and 1996. Now retired from his teaching duties, Jenkins is still an active historian; he has lately written *Irish Nationalism and the British State: From Repeal to Revolutionary Nationalism* and *The Fenian Problem: Insurgency and Terrorism in a Liberal State, 1858-1874*.

Schweizer had studied under Professor Sir Herbert Butterfield while at Cambridge.¹⁸⁵ He taught modern European and Russian history and authored *England, Prussia and the Seven Years War*, published in 1989. Schweizer and Jenkins, whom the former described as "a never failing source of inspiration and wit," both acknowledged Bishop's for providing them with funding and a sabbatical term, necessary for research and writing.¹⁸⁶ This would have been unlikely thirty years earlier, when Principal Glass expressed no interest in original research and preferred to expand teaching resources.¹⁸⁷ A shift in the administrative mindset had taken place with Principal Healy.

Professor Schweizer, the father of the students' *Historical Review*, was instrumental in the creation of *Studies in History and Politics*, an academic journal dedicated to political and intellectual history, the history of ideas, and contemporary politics and policy-making. Schweizer served as its editor through the journal's first five issues, from 1980 to 1985. Other faculty members were also involved in this venture, including professors Childs and Harvey and Dr. Andrew Stritch of the Political Science Department, who together served as the editors of the last three issues, published from 1992 to 1995. Not a mere academic vehicle for faculty members at Bishop's, the journal attracted important contributions from American and British scholars.¹⁸⁸ Schweizer went on leave in 1988 to head the Division of Humanities at the New Jersey Institute of Technology, where he remains to this day.¹⁸⁹ Both he and Brian Jenkins became fellows of the Royal Historical Society for their substantial contribution to the historical literature during their time at Bishop's.

184. *Ibid.*

185. Karl W. Schweizer, *England, Prussia, and the Seven Years War* (Lewiston: Edwin Mellen, 1989), iii-iv.

186. *Ibid.*; Brian Jenkins, *Era of Emancipation: British Government of Ireland, 1812-1830* (Montreal/Kingston: McGill-Queen's University Press, 1988), ix.

187. Nicholl, 260.

188. *Studies in History and Politics*, vol. 1-12 (Lennoxville, 1980-1995).

189. "Faculty Focus," *Alumni Newsletter*, second series, no. 1 (September 1988), 13.

Faculty Recollections

Karl W. Schweizer, Ph.D.

I knew something about Prof. Boothroyd (I lived in his house on campus from 1979 to 1988) and Dr. Masters, who was Chairman at Guelph during my visiting lectureship at the University in 1973-1974 . . . As for Phyllis Home, whom I replaced in 1976, I remember her but vaguely because we only met once or twice prior to her retirement and not again after that (though she attended my candidate lecture). I never met Profs. Thibault, Boucher or Baskerville.

Charles Wojatsek was Chairman when Brian Jenkins and I arrived in 1976 . . . the atmosphere within the department (if not the University at large) was politicized, factionalized and overdue for change—that is, a more concerted movement towards serious, creative scholarship as a directing priority, thereby giving the faculty enhanced visibility, and students the benefit of original research grounded instruction. In other words, a system less designed for well intentioned amateurs than one with standards intended for professionals and specialists. To some degree, this was due to the encouragement and example of Charles, who never tired of admonishing me to stay clear of campus politics and concentrate on my writing. This was excellent advice because another novice assistant professor, Dr. André Lefort, who came the same year as I did to teach the Canadian history options, ignored Charles' heed and so failed to get tenure in 1980 because he had not published enough.

An outgrowth of this new serious commitment was *Studies in History and Politics*, a bilingual yearbook devoted to special themes of current historical or political interest. The project was co-established with the Political Science Department and wholeheartedly supported by the University administration, notably Dr. Nicholl who was then Principal. Ewart Prince was my first co-editor but he died in 1980, whereupon Dr. Andrew Johnson took his place. Though not wishing to brag I must say, in all honesty, the journal, involving substantial expenditure of time and effort, helped put Bishop's "on the map" so to speak, as a serious academic institution, not only within Canada but also internationally. By 1986, our subscription list included most of the leading university/government libraries in Canada, the United States, Europe, and even the Far East. Our editorial board, which changed with each special issue, comprised prominent scholars from around the world. I remained editor until 1989 by which time I had moved to the United States. That year there appeared "Politics and the Press in Hanoverian Britain" edited by myself and Dr. Jeremy Black, professor at the University of Exeter, UK.

These years were also the seed time for major publications by the professors hired after 1976: Dr. Wojatsek published two major monographs on Eastern European history . . . Brian Jenkins published three books, if I recall correctly, and I produced four books. During my sabbatical year 1986-87, I was replaced by Dr. Daniel Woolf, now at Dalhousie, who edited the *Global Encyclopedia of Historical Writing*. Thus you could say that within a few years after the nadir of 1976, History once again became "the cornerstone of the Humanities Division," with unprecedented outreach and scholarly visibility.

Robin Burns taught Canadian history for thirty years, first at Sir George Williams University in Montreal, and then full-time at Bishop's from 1978 on.¹⁹⁰ Burns was a leading expert on the life of Thomas D'Arcy McGee and his research interests spanned Canadian, Irish Canadian, Anglo-Quebecker and Eastern Townships history. As his colleague Jonathan Rittenhouse noted, "[t]housands of students have benefitted not only from his anecdotal and analytical talents but also from his infectious support and appreciation for their essay and assignment work."¹⁹¹ Burns was an unassuming academic who supported student endeavours however he could. It was recalled that "he put into practice the ideals of Bishop's liberal arts mission: a sound education designed to allow students [to] reach their full potential through formal and informal contacts with teachers."¹⁹² He also had a sense of humour. In 1982, he penned a piece titled "1867 and All That: A History of Canada According to Students of Canadian History," a light-hearted historical interpretation based on excerpts of students' exams.¹⁹³ In addition, Burns enjoyed travelling around the British Isles; he was an avid tennis player and often attended students' basketball and football games with fellow professor Harvey White.¹⁹⁴

Yet Burns was not merely a man of the ivory tower. He supported various historical organizations, contributed to the development of Quebec's high school curriculum, and offered public lectures.¹⁹⁵ Burns was also instrumental in organizing the conference of the Canadian Association for Irish Studies that was held on campus in 1993.¹⁹⁶ He was one of the founders of the ETRC [Eastern Townships Research Centre, now the Eastern Townships Resource Centre], whose annual lecture series was named in his honour, and a member of the Sesquicentennial Historical Exhibition and Catalogue Committee. As Christopher Nicholl explained, in the preface to his work, "[m]y greatest debt is to Professor Robin Burns . . . who encouraged me to undertake the project, and who has been both patient and unsparing in his efforts to contain my enthusiasms and to direct them along fruitful paths."¹⁹⁷ In the same vein he served as a thesis supervisor for James Sweeny, who was then researching the development of the Faculty of Divinity at Bishop's. In these endeavours Burns was as important as D. C. Masters in advancing the institution's history.

Burns died on February 9, 1998 after a lengthy illness that stemmed from liver disease, leaving to mourn his wife Mary Ann, sons Steven and Christopher, and countless peers and students.¹⁹⁸ Friends and family endowed a Robin Burns Scholarship in 2003, while the Robin Burns Memorial Book Prize also points to the weight of the loss incurred with his passing.¹⁹⁹

190. Rita Legault, "Bishop's community mourns much loved history professor," *The Record* (February 11, 1998), 3.

191. Jonathan Rittenhouse, "A Tribute to Professor Robin Burns 1944-1998," *Alumni Newsletter*, second series, no. 29 (April 1998), 16.

192. "Prof. Robin Burns remembered in many ways," *Record* (February 11, 1998), 3.

193. *The Quad* (1982).

194. Legault, *Record* (February 11, 1998), 3.

195. Rittenhouse, *Alumni Newsletter* (2, 29), 16.

196. "Faculty Profile," *Alumni Newsletter*, second series, no. 13 (November 1992), 17.

197. Nicholl, xv.

198. "Prof. Robin Burns remembered," *Record* (February 11, 1998), 3.

199. Rittenhouse, *Alumni Newsletter* (2, 29), 16; *Calendar 2010/2011*, 243, 254.

Charles Wojatsek, the "elder statesman" of History, left Bishop's in 1986 but continued to pursue his research interests and to publish. He also remained involved with the Hungarian Studies Association of Canada and the International Association of Hungarian Studies.²⁰⁰ Karl Wegert, a graduate of the University of Toronto, took over from Wojatsek. Wegert had spent a decade teaching at various institutions, especially in Ontario and the West. He worked briefly at the University of British Columbia, where he shared an office with Michael Ignatieff, and at the University of Saskatchewan, during this time. His chief interests were "the relationship between reform movements, the emerging modern State and popular culture in Germany," and more broadly, he taught modern European history.²⁰¹ His innovative research earned him prestigious grants, and he published in the *Journal of Modern History* and Cambridge's *Historical Journal*.²⁰²

Wegert would spend nearly twenty years at Bishop's. His colleague Michael Childs paid tribute to him when he, Wegert, retired: "Recent readers of the local daily newspaper, *The Record*, will not be surprised to learn that his revisionist approach . . . has generated something of a reaction by his peers, ranging from the highly laudatory to the apoplectic."²⁰³ Wegert was "funny, meaty and engaged."²⁰⁴ "In the classroom," Dr. Childs added, "Karl spoke just as he wrote: long, long sentences twisting and turning through subordinate clauses which, one realized at the end, were perfectly and unfailingly grammatical."²⁰⁵ And he was popular: he was honoured with the William and Nancy Turner Award for Teaching at the end of his final year. He assiduously attended all History Department events. "His curmudgeonly persona as 'Karl Dubya' was always recognized as a facade for a completely straightforward, decent and warm hearted man. And in fact Karl has mellowed a great deal over the years, moving from a Reformer to the Canadian Alliance to the Conservatives."²⁰⁶

THE PRESENT DAY

Michael J. Childs and Louis-Georges Harvey joined professors Jenkins, Burns, and Wegert over two decades ago. Dr. Childs earned his doctorate at McGill University; his dissertation, titled "Working Class Youth in Late Victorian and Edwardian England," was published in 1986. He came to Bishop's in 1988 and, four years later, *Labour's Apprentices: Working Class Lads in Late Victorian and Edwardian England* appeared at McGill-Queen's University Press. For the most part Dr. Childs' research and teaching interests have revolved around modern British and Western European history, the history of family and youth, and Western historiography. Louis Harvey, on the other hand, has explored American and Quebec history, political discourse in North America,

200. "Faculty Focus," *Alumni Newsletter*, second series, no. 5 (March 1990), 13.

201. Michael Childs, *BU News*, no. 14 (Fall 2004), 16-17.

202. *Ibid.*

203. *Ibid.*

204. *Ibid.*

205. *Ibid.*

206. *Ibid.*

and the history of communications. A graduate of the University of Ottawa, Dr. Harvey earned his doctorate in 1990 and has since published *Le Printemps de l'Amérique française: Américanité, anticolonialisme et républicanisme dans le discours politique québécois, 1805-1837*.²⁰⁷

Important changes occurred from 1998 to 2005. Robin Burns died and his colleague Brian Jenkins retired the next year. Galen Perras was hired to replace both and teach North American history especially; he left for the University of Ottawa two years later. Jean Manore took up the course load as a sessional instructor and within several years her appointment was converted to the tenure stream. Beyond articles her record of publication notably includes *The Culture of Hunting*, an edited volume, and *Cross-Currents: Hydro-Electricity and the Engineering of Northern Ontario*. Dr. Manore, a scholar of Native-Settler relations, has worked as a consultant for the Department of Indian and Northern Affairs and has been the principal creative force in the development and implementation of the Public History Program.

Upon Karl Wegert's retirement, instead of hiring another scholar of contemporary European history, the Department turned to Cristian Berco, while Dr. Childs picked up some of the European courses. Dr. Berco has been chiefly preoccupied with disease, sexuality, and religion in early modern Spain and has taught colonial and modern Latin American history. His book *Sexual Hierarchies, Public Status: Men, Sodomy, and Society in Spain's Golden Age* appeared in 2007.²⁰⁸ For his innovative enquiries into socially constructed categories and markers of identity in early modern Spain, Dr. Berco was granted a prestigious Tier II Canada Research Chair in Social and Cultural Difference in 2011, the mark of a highly distinguished research record.

Gordon Barker first came to Bishop's in 2006 and earned his doctorate from the College of William and Mary in 2008. His background in Antebellum American history and the history of the African American experience has greatly enriched the curriculum. His first monograph is titled *The Imperfect Revolution: Anthony Burns and the Landscape of Race in Antebellum America*.²⁰⁹

These professors of History and others have found a healthy balance in research and teaching. In addition to their academic responsibilities, History professors served the University in administrative roles: Dr. Childs was dean of Humanities from 2000 to 2003 and has since become vice-principal; Dr. Manore served as president of the APBU [Association of Professors of Bishop's University]; and Dr. Berco is the coordinator of the "Crossing Borders" research cluster.

207. "Faculty," Academics – History Department (Online: Bishop's University, 2011-2012).

208. "Self-Evaluation," *SPARC Review of History* (Bishop's University, 2006), 1-3; "Faculty," (Online).

209. "Faculty," (Online).

Curriculum, 1940-2009

THE BOOTHROYD AND MASTERS YEARS

While many old liberal arts colleges fragmented their curricula to encourage specialization, introduced graduate programs and the elective system, and contributed to academic professionalization from 1870 to 1910, thus establishing themselves as modern universities, Bishop's College remained committed in principle and in practice to general education in the humanities.²¹⁰ Far from being a case of arrested development, this was a conscious decision on the part of administrators that would ultimately feed into the institution's "country club" reputation.

And unlike institutions that developed highly specialized programs, Bishop's had no need for discussion sections. The charismatic instructor remained the centre of the learning process, and more critically, the core curriculum was retained much longer. Conversely, History was not part of this common trunk, required of all students, whereas the Western civilization course was generally a foundation of compulsory first-year education in large American universities.²¹¹

In 1940, the first-year curriculum included compulsory courses in Divinity, New Testament Greek, Latin and Greek, and English. Students were required to take at least one English course and one in Divinity in their second year; History was optional at both levels. In third year, when students could at last specialize, those pursuing honours, including honours in History, were once again required to take a Divinity course. Divisional requirements were already in place and mostly affected students pursuing a bachelor of Science degree, so that they might reap the benefits of a liberal arts or humanities-oriented education.²¹² The course of study was expanded from three "long years," i.e. September to June, to four "short years," September to April, between 1956 and 1958, to bring it in line with other institutions.²¹³

The share of elective courses was already significant at this time and would continue to expand as old programs expanded, new programs appeared, and courses in Classics and Theology became optional. Eventually, this system would be marketed as an opportunity for a tailor-made degree, yet it would also raise questions as to whether students who design their own program acquire all of the necessary tools and knowledge which must come with a university degree.

210. Gilbert Allardyce, "The Rise and Fall of the Western Civilization Course," *American Historical Review*, vol. 87, no. 3 (June 1982), 697.

211. *Ibid.*, 695, 701.

212. *Calendar [...] 1940-1941*, 29-35.

213. Nicholl, 36; Grant, 48.

American universities had developed and were now refining Western civilization survey courses. Bishop's did not have an exact equivalent. Professors would cover developments in European and world history primarily through the lens of British culture and expansion. The calendar for 1944-1945 indicated that "[t]he work in this department covers in general outline the development of Europe in ancient, mediaeval, and modern times; and of the British Empire in particular; the different aspects of British history, constitutional, economic, and the like, being treated separately and in great detail."²¹⁴ Classes in modern, medieval, and ancient history were options in the first two years of study. Still in 1944, there were six history courses on the books for those taking the History Option as part of their ordinary (non-honours) degree: "Modern European History," "Development of the British Empire," "Constitutional History," the tutorial "Historical Essay," along with two courses cross-listed with economics, "Economic History and Theory" and "Political Science." In addition there were two honours courses, the tutorial "Honours Mediaeval History" and a course on a special subject, presumably of the student's choosing.²¹⁵ The recommended textbooks for matriculating students were *Outlines of General History since 1300* and Willis Mason West's *World Progress*.²¹⁶ The historical curriculum had barely changed over the course of the previous forty years.

The "writing and criticism of essays on historical topics" was judged to be an extremely valuable skill, to encourage students to "reflect on the meaning and importance of historical events and ideas, and to express the result of their reflections with accuracy."²¹⁷ The calendar referred to the Department's three clienteles: students in other courses of study taking the subject as part of their general education, those specialising without honours, i.e. the ones taking the History Option, and those seeking a degree with honours.²¹⁸ While essay writing and academic research were important abilities for all students enrolled in History courses to develop, the administration failed to provide the proper resources to the library so that the Department might meet that end. Students struggled to obtain the works cited in course bibliographies and found at the library an outdated collection, such that they had to turn to professors' personal collections. In fact, students called on professors to help ensure that the library staff were aware of their needs. One writer for *The Campus* noted that the sum of \$12,500 was annually devoted to athletics, versus \$10,500 for the library. It followed that in a survey of nine universities, Bishop's ranked last in terms of books added to the library per student, per year. Its annual increase was, in 1964, 4.3, whereas the University of Waterloo, at the other end of the spectrum, was able to add 18.0 books per student. Much had to be done to align academic aims with campus resources, an especially acute challenge for an institution of the size and scope of Bishop's and with still limited financial resources.²¹⁹

214. *The Calendar* [1944-1945], 73.

215. *Ibid.*, 26, 35-36, 75-76.

216. *Ibid.*, 9.

217. *Ibid.*, 73

218. *Ibid.*

219. D. Milligan, "Is Our Library Adequate? Ask A Student Or A Prof.," *The Campus*, vol. 30 [sic], no. 14 [sic: 15] (February 5, 1964), 4; "Professors, Rally," *The Campus*, vol. 30 [sic], no. 17 (February 19, 1964), 2.

From 1962 on, Greek and Roman history belonged to a "Civilization" area of study, and ancient history had its own place in the academic calendar. At that time all Arts students were required to take one English course and one in Divinity in their first year, plus one English and their choice of a Latin, Greek, or "Civilization" course in their second year.²²⁰ The Executive Committee of Corporation had abolished proficiency in Latin as an admission requisite for undergraduate studies in 1949, with the introduction of "Classical Civilizations" as its substitute.²²¹

Twenty-nine students graduated from the faculty of Arts, in 1939, one of them with honours in History, two with a History Option, and twelve with a combination of History and either English or Philosophy as their concentration.²²² Of the eighty-three students who graduated as bachelors of Arts in 1965, forty-eight had History either as their concentration or as a major area of study in combination with another subject.²²³ At the latter date, the calendar indicates that "[i]n his first two years, a candidate for the Degree of B.A. must take eleven courses . . . During the four years of the course, a student must take *either* Divinity 101 *or* 102, and a course in Civilization or Greek or Latin."²²⁴ Clearly this was meant to be an element of continuity and it speaks to what was then perceived to be the necessary foundation of a liberal arts education.

Also in 1965, "Modern History" (HIS101), taught by Masters and Thaler, was renamed "European History from 1500" (HIS314), and "Canadian and American History" became a first-year course (HIS103).²²⁵ The latter was split in 1966, with the Canadian section retaining the course code; in 1967 or 1968, it became "Canadian History and Research Methods," taught by Thibault and Home.²²⁶ In 1970, two first-year surveys of modern history, American and European, appeared, but they were removed by the beginning of the following academic year.²²⁷

The North American survey course taught in 1965 by Masters and Home relied on Arthur Lower's *Colony to Nation*, *The American Republic* by Hofstadter, Miller, and Aaron, as well as Masters' own *Short History of Canada*. Home opted for G. M. Trevelyan in her British history courses. Masters used Brinton, Christopher, and Wolff's *History of Civilization*, an American textbook, for the European survey course and Brebner's *Canada: A Modern History* for the post-Confederation course.²²⁸ Listed readings appeared in the academic calendar for the last time in 1970. For American history, Professor W. M. Matson turned to the two-volume *Growth of the American Republic* by Morison, Commager, and Leuchtenburg. Charles Wojatsek chose Beik and Lafore's *Modern Europe: A History since 1500* for the survey course. For the combined "Canadian History and Research Methods," students used *Documentary Problems in Canadian History*, the

220. *The Calendar* 1962-63, 35, 59.

221. Nicholl, 235; Sweeny, 48.

222. *Calendar* [...] 1940-1941, 98-99.

223. *Calendar* 1966-67, 121-123.

224. *Calendar* 1965-66, 43.

225. *Ibid.*, 89, 91.

226. *Calendar* 1966-67, 90-91; *The Calendar* 1968-69, 102.

227. *The Calendar* 1970-71, 117-118; *The Calendar* 1971-72, 57-61.

228. *Calendar* 1965-66, 90-91.

Historical Atlas of Canada, Masters' *Short History of Canada*, still, and W. L. Morton's *Kingdom of Canada*, with Alrich's *Using Books and Libraries* and Sherman Kent's *Writing History*.²²⁹ Kent's work had first appeared thirty years earlier.

A PERIOD OF UNCERTAINTY, TRANSITION

Until 1973 the curriculum would undergo annual modifications. The reasons were cultural and academic, but they were also institutional, with the establishment of the CEGEP system. Working from recommendations of the Parent Commission, the Government of Quebec introduced such *Collèges d'enseignement général et professionnel* in 1967 to bring uniformity and increase access to its post-secondary education system.²³⁰ These institutions replaced the network of classical colleges and left English-speaking youths in a difficult situation. No longer could they enroll in university at the end of Grade XI, nor was there an intermediate step in existence. Bishop's established a CEGEP equivalency program to sustain enrolment and accordingly, in 1969, the first-year university courses pertaining to Greek civilization and Christianity in Western civilization were removed from the books.²³¹ Like other universities Bishop's lost its core curriculum. General education would now be the responsibility of that intermediate level, CEGEP. Champlain Regional College took charge of the equivalency program in 1971, although, through 1971-1972, Bishop's was still responsible for pre-university CEGEP courses.²³² By 1971, the University calendar was essentially as it is today, including the credit system with minor, major, and honours options. Most courses were worth six credits, extending over the whole academic year.²³³ Generally they consisted of two lectures, or two lectures and a seminar, every week while upper-level courses involved a weekly two-hour seminar.²³⁴

There were then only two fourth-year courses on the books. In 1971 faculty revived methods at a higher level, with "Historiography and Methodology" (HIS475).²³⁵ It would last seven years. An honours project (HIS495) also appeared. The only first-year course then was "European History" from 1500, and it was soon split into two sections, the cut-off being 1715. They would be on the books for nearly fifteen years. Only two courses covered the pre-modern world; they pertained to medieval Europe and to the Byzantine Empire. Quite tellingly, course offerings were divided into five groups: British Commonwealth and Empire, Modern Europe, North American, Pre-Modern World, and General. These categories speak to the limitations that were still entrenched for survey and thematic courses alike.²³⁶ Exceptionally and remarkably, African history

229. *Calendar 1970-71*, 117-123.

230. Linteau *et al.*, *Quebec since 1930* (Toronto: James Lorimer, 1991), 483-488.

231. Nicholl, 285.

232. *Ibid.*, 295; Sweeny, 119-120.

233. *Calendar 1971-72*, 57-61.

234. *Calendar 1970-71*, 117-123.

235. *Calendar 1971-72*, 60.

236. *The Calendar 1972-73*, 94-100.

and British colonial history were briefly taught while Professor D. W. Younker was on staff.²³⁷ A Mr. McKercher contributed Eastern Townships history in 1977-1978.²³⁸

At this time many universities were reviving their civilization course, a sign of renewed ideational confidence in the aftermath of the New Left challenge, an academic "Thermidor."²³⁹ Bishop's, though otherwise distinctive, was no exception. In 1980 "An Introduction to Western Civilization" (HIS101) appeared while the two survey courses on modern European history remained on the books. It covered Western history from the fall of the Roman Empire to the present.²⁴⁰ "An Introduction to Historical Method" (HIS103) came into being in 1983.²⁴¹

In 1986 students had a new slate of first-year courses before them. The methods course (HIS103) was joined by "Western Civilization before 1715" (HIS104) and "Western Civilization since 1715" (HIS105), which would be taught consecutively in the fall and winter semesters and would together replace the single civilization course.²⁴² The following year, two "North American Civilizations" courses (HIS106, HIS107), were added; they were also taught back-to-back in the first year of study. These courses were part of the Program's own core curriculum, requisites for admission to the other History courses.²⁴³ In 1995 "Civilizations of the Americas" (HIS109) replaced "North American Civilizations Before 1867."²⁴⁴ Changes to course offerings were again becoming more frequent. In 1990, "Advanced Studies in Historiography" (HIS303) appeared.²⁴⁵ Already in 1992 it no longer existed, nor did the methods course (HIS103). Professors introduced "Historical Theories and Methods" (HIS200) as the substitute.²⁴⁶ The Department would again revise its approach, listing "Historical Methods and Primary Source Research" (HIS372) for the first time in 2000, and then "Introduction to Historical Studies" (HIS110) and "History in Theory and in Practice" (HIS367) in 2001.²⁴⁷

A BROADER UNDERGRADUATE CURRICULUM

Beyond the five introductory courses and "Historiography," in 1990, courses were organized under four areas of study: Canada, the United States, Europe, and Britain. Most courses were area surveys. Among the few thematic ones were "War and Canadian Society," "Family and Gender in

237. *Calendar 1970-71*, 122.

238. *The Calendar 77-78*, 94.

239. Allardyce, *AHR* (87, 3), 697.

240. *Bishop's University Calendar 1980-1981*, 136, 139-140.

241. *Bishop's University Academic Calendar 1983-84*, 153.

242. *Bishop's University Academic Calendar 1986-87*, 128.

243. *Bishop's University Academic Calendar 1987-88*, 133-135.

244. *Bishop's University 1995-1996*, 140.

245. *Academic Calendar 1990-1991*, 123.

246. *Bishop's University [1992-1993]*, 131.

247. *Bishop's University Academic Calendar 2000-2001*, 88; *Bishop's University Academic Calendar 2001/2002*, 86-88.

Canada (I/II)," "Topics in Canadian Social and Intellectual History," and "Slavery in Anglo-America." These limitations were, of course, a product of limited teaching resources more so than a reluctance to embrace social history or that of the Developing World.²⁴⁸ A decade later, the Department reorganized the slate of courses under four headings: introductory courses; national histories and surveys, with the same four geographical areas as before; thematic courses; and seminars. Military history and foreign affairs were prominent in the last two categories, but courses in the history of the family and labour history did offer some balance.²⁴⁹ Dr. Manore's arrival further improved the situation, confirmed with the addition of "Native/Settler Relations in Canada," "Women in 19th and 20th Century Canada," and "Technology and Society in North America 1850 to present" in 2004.²⁵⁰ With Dr. Berco students have been offered still greater depth in social history. Only in 2005 did a new division of North American, European, and Developing World histories make its way into the academic calendar. Within the last category, Dr. Berco taught the history of Latin America; Dr. Chan Man Fong offered courses on China and India; and Rudy Nassar covered the Middle East.²⁵¹ For a brief time, Dr. Patrick Dramé, a joint appointment by Bishop's and Université de Sherbrooke, added expertise on African history.

Graduate-level courses were first listed in 1964, one of them being historiographical.²⁵² Little over twenty years later, those contemplating graduate studies at Bishop's had few options before them. As the course calendar explained,

*[b]ecause of the nature of the source materials in the vicinity of Bishop's University, the History Department only encourages applications for the M.A. Programme from students who wish to do research in the history of the Eastern Townships. Nevertheless, the Department remains open to applications from those who can demonstrate good reasons for wanting to do their M.A. at Bishop's such as wishing to take advantage of the particular research interests and expertise of a faculty member.*²⁵³

The passing of Robin Burns and the subsequent strain on teaching resources dealt the irrecoverable blow to a program that had been in a precarious state for over a decade. The last graduate degree was awarded to D'Arcy Ryan, in 1997. Less than two years later, a SPARC [Senate Program Academic Review Committee] panel formally recommended "[t]hat admission to the Master's programme be suspended effective September 1999 and that the programme be closed."²⁵⁴

248. *Calendar 1990-1991*, 122-128.

249. *Calendar 2000-2001*, 86-89.

250. *Bishop's University Academic Calendar 2004/05*, 101-102.

251. *Bishop's University Academic Calendar 2005/06*, 91-94.

252. *The Calendar 1964-65*, 95.

253. *Calendar 1987-88*, 134.

254. "Report of the External Review Committee," *SPARC Review of History* (Bishop's University, 1998-1999).

It was removed from the academic calendar that very year. The final course list for this level included the following: "Historiography," "Advanced Topics in Canadian History," "History of Western and Central Europe in the Modern Era," "American History," "British History," and "Independent Study for Graduates."²⁵⁵ The undergraduate honours thesis was still an option before it too quietly disappeared, though it would be revived within several years. Seven theses were submitted from 2001-2002 to 2005-2006, including one by subsequent ETRC archivist Jody Robinson. Dr. Childs supervised five of the seven either individually or in concert with another professor.²⁵⁶

Recommendations issued in 1999 as part of a curriculum review offer a general sense of recent departmental orientations. The report called for a reduction in survey courses, to be replaced with thematic ones, for greater emphasis on the developing world, and for an introductory course destined to history majors so as to "[foster] group identity."²⁵⁷ It also noted "the lack of a strong historiographical and methodological strand within or among courses."²⁵⁸ It is in this context that introductory (HIS110), historiographical (HIS367), and methodological (HIS372) courses replaced the former all-encompassing listing (HIS200). The twentieth-century course (HIS105) also came into being at this time. Shortly thereafter the Government of Quebec revised its approach to secondary education and removed history as a high school teachable. The change first affected university students entering in 2004. Those intending to teach history would have to enroll in a Social Studies – Education double major program, further reducing the number of required history courses for aspiring teachers.²⁵⁹

In the winter of 2008 the Senate authorized the creation of a program in Public History, which would prepare students for work in museums, government agencies, consulting firms, and other non-academic settings. This stream may be taken as either a concentration in pursuit of an honours degree or a major. Requirements include an internship, two courses specific to public history, a slate of courses with public history content, and optional listings from other disciplines such as "Museology" and "Public Administration."²⁶⁰ Two internships are currently available.

255. *Bishop's University 1998-1999*, 85; *Bishop's University Academic Calendar 1999-2000*, 83-86.

256. "Honours Theses submitted 2001/02 to 2005/06," *SPARC Review of History* (2006), 17.

257. "Self-Evaluation," *SPARC Review of History* (2006), 1.

258. *Ibid.*

259. *Ibid.*, 6-7, 10-11.

260. *Bishop's University Academic Calendar 2008/09*, 98-99.

Student Experience

A CHANGING SOCIAL AND ACADEMIC SETTING

The period from 1947 to 1972 would be one of rapid change for Bishop's University as with society at large, though students would see little of it in their brief time on campus. For instance, in 1947, an amendment to the University Charter provided that the Corporation would elect its chairman and fill its own vacancies. No longer would the seniormost of the Quebec bishops preside and hold a veto over the council.²⁶¹ Truly, now, the Corporation was the University's supreme governing body. With its secularization, "the only [administrative] connection of an official nature with the Church of England in Canada was the retention of the Bishops of Montreal and Quebec as the University Visitors."²⁶² The following year, in the aftermath of Principal McGreer's tragic end, A. R. Jewitt became the first layman to be appointed principal.²⁶³ These events had little bearing on the student experience in the short term, but they would be deciding factors in the appointment of faculty members, the type of education that would be had at Bishop's, and policies governing student conduct and activities.

Proficiency in Latin soon disappeared as an admission requirement, as mentioned above, and in 1954 Jewitt persuaded conservative members of the Executive Committee to end the policy of compulsory attendance of Chapel services for students enrolled in Arts or in Science.²⁶⁴ Already by 1965 Anglican students were no longer the majority.²⁶⁵ Otherwise the student body in itself changed little over the next twenty years. By 1948, veterans had left Bishop's and most freshmen were matriculating at the age seventeen, following Grade XI. For some time, approximately half of all students would be Townshippers, with a third coming from the Montreal area, representing together a broad range of income groups.²⁶⁶

THE BEGINNINGS OF THE HISTORY CLUB

In 1945 there appeared at the University a History students' club. It earned its own page in the following yearbook, which indicated the following:

261. Sweeny, 93; Nicholl, 39.

262. Sweeny, 93.

263. *Ibid.*

264. Nicholl, 238-239; Sweeny, 106-107.

265. Sweeny, 110.

266. Nicholl, 238.

This year the History Club added something new to the field of Bishop's extra-curricular activities. It was organized by Dr. Masters at the close of last year and went into operation in September with a membership of twenty-five. Dr. Masters became Honorary President of the Club, Bill MacVean was elected President, while Howard Fumerton filled the position of Secretary-Treasurer. This year's programme was to consist of a study of Canadian Political Parties and it was planned to hold a meeting every three weeks. Seven members were appointed to give papers on various parties which included the Liberal, Conservative, C. C. F., Western, Labour Progressive and Quebec Parties. All the papers read were exceptionally interesting and enlightening and provoked some worthwhile discussions. The most interesting discussion of the year undoubtedly centered around the C. C. F. Party. This topic seemed to command a universal interest among the members and it will probably be remembered as the noisiest meeting of the year. The last meeting was addressed by a guest speaker.

All the discussions were held at the home of Dr. and Mrs. Masters who have established the reputation of being excellent hosts. 'Sumptuous' would be a mild word to describe the refreshments which Mrs. Masters served regularly at the close of each meeting.

Attendance throughout the year was quite good and was usually reinforced at each meeting by a number of visitors. Most of the credit for the success of the club goes to Dr. Masters who organized it and directed its activities. Those who had the privilege of attending the meetings will agree that they were both enjoyable and informative. The History Club is something that has long been needed at Bishop's and we wish it many more years of continued success.²⁶⁷

Bill MacVean was one of the most remarkable students of his day. Born in Scotland, he entered Bishop's in 1940 but soon left and served with the Royal Canadian Air Force from 1941 to 1944. He became secretary-treasurer of the Students' Association, won the Lieutenant-Governor's Prize in History, and, in 1946, graduated with first-class honours. He was recognized with the Governor General's Medal and he shared the Chancellor's Prize with a fellow student. He returned the next fall to work on his graduate thesis and assist Dr. Masters as a reader in History.²⁶⁸ In fact he contributed to Masters' research into the history of their institution by securing material for him at

267. Bishop's '46, 71.

268. Bishop's '47, 11.

the Quebec Diocesan Archives.²⁶⁹ He was ordained deacon in the spring of 1947 and still expressed interest in pursuing his doctoral degree.²⁷⁰ At the end of the decade he was serving as a curate in Toronto.²⁷¹ He was evidently a talented, well-respected if not admired young man.

A Club picture from 1947 features Masters with twenty students as well as MacVean, though the caption made mention of a membership of twenty-five. Seven meetings with paper presentations were held during the year. Students credited Masters for the Club's success and again acknowledged he and his wife for their hospitality. In addition, "Miss Judy Baker on behalf of the members presented Mrs. Masters a wollen blanket following the arrival of a baby girl at the Masters Home."²⁷²

In 1954 the History Club began its tenth year and did so under the presidency of student Jean Pryde. Meetings were still held under Masters' guidance. Each year a common theme would tie paper presentations and, in 1954-1955, the history of education was the chosen subject. Elizabeth Home, the daughter of Maurice and Phyllis Home and a stellar student, involved notably with the student council and the Dramatics Society, offered the first presentation of the year. She spoke on early Greek education, and "[d]iscussion followed . . . in which members discussed whether ancient educational ideas would be applicable today, and what advantages the ancient system has over the present system."²⁷³ The year would end with an anniversary banquet.²⁷⁴ Several years later paper presentations were brought under the common thread of famous American presidents; the series concluded with Dr. Thaler, who spoke on Franklin Roosevelt, a man he much admired and whose ideals he shared.²⁷⁵ In 1965, the History Club was largely as it had been. Its stated purpose was

to conduct discussion of topics concerned with history and current affairs. This year the club has reached its maximum membership of fifty undergraduate students. The executive consists of Rick Black as president and Jane Masters as secretary.

*The theme of the 1965-66 meetings was Centres of World Crisis. We heard papers on "The Kashmir Crisis" presented by Rick Black, "The Viet Nam War" by Kit Osler, and "The Rhodesian Question" by Len Kornack. At the annual meeting Peter Dunn addressed the members with a paper on the recent Nigerian Crisis.*²⁷⁶

269. Masters, *The First Hundred Years*, vii.

270. *Bishop's '47*, 11.

271. Masters, *The First Hundred Years*, 244.

272. *Bishop's '47*, 66.

273. "History Club Begins 10th Year," *The Campus*, vol. 11, no. 3 (October 29, 1954), 7.

274. "31 Celebrate History Club's Ten Years," *The Campus*, vol. 11, no. 13 (April 22, 1955), 6.

275. "Elections, Thaler Paper: Hist. Club," *The Campus*, vol. 13, no. 24 (May 2, 1957), 2.

276. *Quad* [1966], 45.

Student Recollections

My recollections of the History Department are mostly limited to Thaler, because he was such an unusual character for an institution such as Bishop's. Daddy-O exuded southern charm, though that could swiftly change if ever the Democratic Party were brought up, especially mention of the Kennedys!

Specific recollections included his teaching of Russian History, which awakened my interest in the subject. Another, related, recollection is a story – or was it a rumour? – about a Russian girlfriend at one point in his life, though I'm not a hundred per cent sure about this...

But the best story about Thaler is that he was reputed, when it came time to mark Christmas exams, to throw the papers down the stairs, and decide on marks depending on which papers had gone the furthest! And, your final exam mark was bound to be almost identical to your Christmas exam mark – this part was certainly true.

– Peter Dunn '66

It has been a long time since I left Bishop's so memories do fade. However, having said that my overall experience was extremely positive. There was nothing I can remember that was a disappointment. The History department was capable but perhaps unremarkable. Masters and Thaler were the two profs I remember most. Masters was of course particularly good at Canadian history. Although he taught the Classics, I thought Tony Preston was a remarkable prof. The University was much smaller then and so I know the History department has expanded considerably. I was pleased with the breadth and depth of History courses that were offered and felt I had made a good choice in terms of that department.

– Kit Osler '66

The group was still committed to the same type of activities in 1971, when one Tim Belford was its vice-president.²⁷⁷

A MATURING STUDENT BODY

At times, students had a playful relationship with faculty members, as with the students who attended Professor Boothroyd's class in togas. Faculty members, for their part, were willing to overlook some bouts of youthful extravagance. One alumnus recalled that

277. *Quad* '71, 97.

*the most revolutionary thing that happened was one student-friend, a nut about the Confederacy, was seen charging through the quadrangle late one night, sword aloft, blue cap on his head and with his only apparent clothing being a Confederate flag. Professor Rod Thaler, the resident dean who, thankfully, had a monstrous sense of humour, ignored the whole thing.*²⁷⁸

Margaret Masters Helder spoke of her father in similar terms:

*Dr. Masters' sense of humour was well known, particularly one spoof lecture. Purporting to deal with Canadian literary history, the lecture began seriously with stirring examples of Canadian narrative poetry. Soon Dr. Masters turned his attention to the "Saskatchewan poetess Sarah Binks" (based on Sarah Binks published in 1947). Typically a few earnest students continued to take notes while the rest rocked with laughter as the poems degenerated from bad to worst. Dr. Masters gave this lecture many times over the years, often on request. One April fools' day, when all chairs in the lecture room had been turned backwards, he entered from the back and delivered his Binks lecture.*²⁷⁹

As for academic excellence, Rev. Scarth's prizes became Professor Boothroyd's and in time others were added. As of 1965, there was a Lieutenant-Governor's Bronze Medal and the Vice-President's Prize, the latter worth \$25, both awarded for high marks in a history course.²⁸⁰

Some developments in this period were especially emblematic of a change in the culture. After 1965 a more militant student council – and student body – increasingly contested the University's claims to act *in loco parentis*, claiming the right to make their own academic and lifestyle choices and to have a stake in the administrative affairs of their institution.²⁸¹ In 1969 the University abandoned its policy of mandatory academic gowns and training in Anglican theology ceased; the last bachelor of Divinity degree was awarded the following year and the Oratory in Divinity House was deconsecrated.²⁸² The Faculty of Divinity officially closed in the summer of 1971 and a Religion Program with a foundation in the social sciences was created in its place.²⁸³

278. James Ferrabee and Diane Young Ferrabee, "Bishop's in the 50's," *Alumni Newsletter*, second series, no. 15 (August 1993), 9.

279. Helder, *Bishop's University News* (8), 17-18.

280. Prize List – Faculty of Arts, *The Mitre*, vol. 16, no. 6 (Midsummer 1909), 161; *Calendar 1965-66*, 38.

281. Nicholl, 268-270, 275-278.

282. *Ibid.*, 285, 290; Sweeny, 108-109; Barnett, "Divinity House," 4.

283. Sweeny, 114.

History students, already involved in this transformative process, were particularly affected by two challenges to their place within the university system. The introduction of the CEGEP system, which offered pre-university social science programs, altered students' first experience of history as a discipline in a post-secondary setting. It also influenced the perceived value of a Bishop's degree as, for approximately seven years, it seemed entirely possible that the province's smallest university, now in a difficult financial situation, might itself become a CEGEP, and this at a time when most students were Quebecers.²⁸⁴ It took the University some time to adapt its curriculum to the new post-secondary system. Annual changes to the course offerings and degree requirements, in History, notably, likely did little to improve student confidence in the quality of their education. Some English Quebecers opted to enroll directly in university programs in other provinces upon graduating from high school. Conversely, the departure of English-speaking families on account of changing linguistic and cultural relations raised the profile of Bishop's University in other areas in Canada, and ultimately the higher out-of-province enrolment made up for the loss of Quebec students.²⁸⁵

By the fall of 2003, when Ontario's double cohort entered the post-secondary system, only forty-two percent of Bishop's students were Quebec residents. Youths from Ontario accounted for thirty-one percent of the student body, with other Canadians and international students making up seventeen and ten percent of the population respectively.²⁸⁶

The departure of D. C. Masters, department chair for twenty-two years, in 1966, opened a tremendous void in the History Program. Qualified scholars could be found to take Masters' place in Canadian and European history, but the relationship he had forged with students could not be so easily recreated, especially under new professors who had very different personalities and who came from institutional settings wholly unlike Bishop's. The latter half of the decade was one of rapid change on and beyond the campus. Masters' departure coincided with an emerging willingness on the part of students to take responsibility for their own activities and to organize themselves. They contested administrators' claims of moral authority as well as their professors' academic authority, but it was also a matter of faculty members being less proactive, less inclined to reach out to students outside of the classroom. Henceforth the focus would be faculty accessibility. As Masters left, new department chair Claude Thibault vocalized the new situation. "If anybody can think of any solution to the rarity of faculty-student contact," explained Thibault, "I would like to know the answer."²⁸⁷ Peter Yearwood wrote in *The Campus* that "[s]tudent-faculty relations are one of Professor Thibault's main concerns . . . The students, he maintains, are mostly to blame. The faculty do not wish to coerce or prod students into an undesired contact. But, continued Dr. Thibault, 'we are at your disposal.'"²⁸⁸

284. Nicholl, 267; Grant, 50.

285. Nicholl, 296-297.

286. *Bishop's University Viewbook/Application* (2004), 19.

287. Thibault, cited in "Thibault Outlines New Courses," Peter Yearwood, *The Campus*, vol. 32 [sic], no. 19 (March 30, 1966), 3.

288. Yearwood, *Campus* (32, 9), 3.

Professor Thaler sustained close relations with History students, but the high staff turnover rate between 1966 and 1976 undermined trust and interaction in academic and non-academic channels. In the meantime there was the question of offered courses and whether they fulfilled students' needs and interests. At last this was a concern for professors, who adapted the curriculum to a changing world and could no longer make bold claims about required knowledge. Yearwood further reported that "[a]nother main concern of Professor Thibault is achieving a balanced program. He talks of the conflict between 'what the professor wants to teach and what the student wants to learn.[] Half humorous, he outlined the resolution: 'When the professor teaches what he ought to teach, the student learns what he ought to learn.'"²⁸⁹ Thibault was a traditionalist in some measure, but it was a very real challenge to expand the curriculum, as it would be into the next century, in a context of limited resources and high faculty rotation, especially as enrolment in History stagnated, and eventually declined, after 1967.

STUDENTS AND FACULTY

Beyond these charges on resources and enrolment there were the inner struggles of the History Department. Students hoped to be more engaged with the subject matter, much as they hoped to be more engaged with the university environment as a whole, and were met with certain professors' resistance to interactive or critical teaching methods. Professors, on the other hand, were in a fight of their own – all at once ideological, pedagogical, and professional – and students suffered for it. Students' comments from that time reflect frustration with high faculty turn-over, undermining what had been and would again later be a close relationship with their professors, and with lack of support in their intellectual ventures. Many either considered or were compelled to change their concentration or to pursue historical studies at another institution.²⁹⁰

It is a tall order to attempt to characterize and evaluate the typical student experience, if there is such a thing, and especially so in the period after 1980, as the student body expanded and became more diverse, all the while encountering fewer social and academic constraints. There is some indication that the History Club was moribund for some time after 1971, as was the Program as a whole. Conversely, while the Program's size became self-perpetuating and worked against its standing, the small numbers likely served to foster group identity and establish closer ties between faculty and students in History. It remained for dynamic individuals to organize their peers and provide social and academic leadership. Ten students were pictured as members of the History Association in 1985 and professors Schweizer and Burns continued to offer their guidance.

Honours student Janice Vaudry wrote that her "best memory is of some excellent profs who taught me to think."²⁹¹ The last generation of students had shown themselves to be more critical, more discerning, less likely to take history as a corpus of definitive facts, to be learned rather

289. *Ibid.*

290. Curtis and Medland, *Campus* (32, 19), 3. "Baskerville Case under fire," *Campus* (32, 20), 5.

291. *The Quad* 1984, 90, 99.

passively.²⁹² Professors were appealing to the intelligence of students and challenging them to be analytical. Fittingly, in 1983, the course in historical methods was revived and restored to its place in the first-year curriculum.²⁹³ Soon students would have the opportunity to rely on the scholarship and support of two young professors, Dr. Childs and Dr. Harvey, in addition to Dr. Wegert's, both in academic ventures and in other activities. Through the next decade an *esprit de corps* continued to grow, well epitomized in student-faculty softball games and matches of Trivial Pursuit, where Dr. Burns was a particularly formidable adversary.²⁹⁴

Student Recollections

I took classes with Professors Schweizer, Wojatsek, and Jenkins. I remember Schweizer as being very precise and engaging with a slight theatricality in his presentation, with his longish black hair flying around as he pronounced on his subjects. He was fond of corduroy blazers I remember. He was proud of being a Peterhouse College man from Cambridge. He kindly agreed to be the History advisor on the issue of the *Historical Association Journal* that I edited in 1981-1982, and helped me craft this into shape.

Professor Wojatsek wasn't the most engaging lecturer, but he knew his subject – European history – and I liked him. I took several classes with him and always did well. He very kindly wrote me a generous reference letter when I applied to study an M.A. in English at the University of Windsor and expressed some disappointment that I wasn't going on to study History, as he said he felt I had an aptitude for it. I appreciated his support – you always remember the people who help you in life.

I remember walking into the course on the military tactics of generals Lee and Grant in the American Civil War, taught by Professor Jenkins, one September day. There were about eight other students, all men, and when I showed up, in my army jacket and red Polish boots, Professor Jenkins raised an eyebrow and asked if I was sure I was in the right class.

"The Military Tactics of Generals Lee and Grant?" I asked.

"Yes," he answered, eyebrow arched.

"Great," I said, and took my place.

I remember it as being one of my favourite history classes, and I presented one of my best papers, being inspired by Professor Jenkins' handle on the subject. I seem to have a knack for military history, and I'm sure Professor Jenkins never queried a female student again about whether she was in the right class.

– Adrienne Chinn '82

292. William F. Woehrlin, in "Comments," *AHR* (87, 3), 735.

293. *Calendar* 1983-84, 153.

294. Merrylou Byford Smith, "Dr. Robin Burns – Professor of History Bishop's University 1979-1998," *The Campus*, vol. 53, no. 10 (February 19, 1998), 4.

The professors that made an impact on me were Prof. Burns and Prof. Jenkins. Prof. Burns was so down-to-earth and helpful. He was always ready to listen to any comments or problems you might have been having in your history classes. He would always find an answer to your problem and usually did so in some comical way. He also knew the importance of St. Patrick's Day!

Prof. Jenkins was more serious but had that underlying sense of humour that we all loved. We loved his accent and used to tease him about that. He instilled in us the importance of history... the importance of world history, and how history had influenced the entire unfolding of our world, as we know it.

– Theresa Enright '83 (B.Ed. '84)

The Club became the History Association and, *circa* 1990, the History Union.²⁹⁵ Through highs and lows it seemed to still garner a respectable following, but not nearly what it had been in Masters' time. One need not wonder about this: in 1963, of eighty students graduating as bachelors of Arts, ten had an honours degree in History while an additional twenty-four had chosen a History concentration in combination with another subject; twenty years later, of a hundred and five bachelors of Arts, three were graduating with honours in History, and only nine others had History as a major or minor concentration.²⁹⁶ But by 1983 the Program had long turned a corner and enrolment was rising anew. The trend would persist through that decade and into the next.

THE REVIEW

In 2002 the club first appeared in the yearbook as the "History Soviet," a name devised in jest, in reaction to Dr. Wegert's overt conservatism. As of 2005, it was

*a club to which all history students, majors and minors, belong. This is an open invitation to all you frosh who intend to be in history and want to meet fellow students of the past and our many interesting professors. There will be several fun events throughout the year for you: a softball game, end of semester Grog Nights, a wine and cheese, and much more. We also publish an annual academic journal of extraordinary student papers.*²⁹⁷

295. *Quad* 1991, 70.

296. *The Quad* '63, 21-34; *The Quad* 1983.

297. *The Quad* [2005], 114.

Professor Schweizer contributed an article on Bishop's University to *The Canadian Encyclopedia*, but perhaps the more important of his legacies, as far as the students were concerned, was the creation of the *Bishop's Historical Review*, the first issue of which appeared in April, 1977.²⁹⁸ The *Review* contributed to the process of revitalization after the departmental conflicts of the several previous years, and indeed some of its first contributors, including Richard Vaudry and Lavergne Fequet, were those who, shortly before, had expressed grave misgivings about the state of History at Bishop's.²⁹⁹

The *Review* was, as its preface indicated, "a journal sponsored and published by the Student's [sic] History Association" and it was edited by Gary B. Butler and Professor Schweizer.³⁰⁰ The publication's objectives were as follows: "to encourage the study and writing of history at the undergraduate level by providing students with an opportunity to publish their better papers . . . to provide a forum for historical debate and interdisciplinary discussion and, finally, to reflect the range and diversity of historical interests among the students at Bishop's."³⁰¹

A variety of topics was indeed covered in every issue, including pieces on Eastern Townships history. A second issue appeared in 1978, the next ones in 1982 and 1983. The fifth edition only appeared in 1988, at which point Professor Schweizer was again thanked.³⁰² Yet all faculty members were enthusiastic supporters of the *Historical Review*. Dr. Harvey's expertise in presentation and the publication process was particularly appreciated, and by their own admission, without Dr. Childs, the editors "would have remained grammatically incompetent."³⁰³ In 1977 and 1978, the topics of selected essays were in the realm of political history for the most part, and two of the three students whose names appeared in the inaugural issue were enrolled in political science.³⁰⁴ By 1992 and 1993, almost all were History students *per se*, and essay topics included liturgical music, slavery, and industrial novels, all of which speak favourably to the expanding research interests of professors and students alike.³⁰⁵

A hiatus occurred after 1997. Dr. Wegert, then departmental chairperson, wrote the foreword for the *Review* when it returned in 2003. It read:

Just over a decade ago, senior students within the History programme were instrumental in soliciting, adjudicating, editing, and otherwise shepherding to publication a selection of the best History essays on assigned topics written in

298. Gary B. Butler and Karl W. Schweizer, ed., *Bishop's Historical Review*, vol. 1 (1977), 1.

299. Curtis and Medland, *Campus* (32, 19), 3; "Baskerville Case under fire," *Campus* (32, 20), 5.

300. Butler and Schweizer, ed., *Historical Review*, vol. 1, 1.

301. *Ibid.*

302. Katherine Williams and Janice Laduke, ed., *Bishop's Historical Review*, vol. 5 (1988), 9.

303. Laurie Gagnier and Brigitte Meunier, ed., *Bishop's Historical Review*, vol. 9 (1992).

304. Butler and Schweizer, ed., *Historical Review*, vol. 1.

305. Gagnier and Meunier, ed., *Historical Review*, vol. 9; Colin Feasby and Tina Smith, ed., *Bishop's Historical Review*, vol. 10 (1993).

any given year. In those days a faculty member provided gentle advice on such matters as selection criteria and the finer points of an editor's craft. The fortunes of Bishop's Historical Review waxed and waned in recent years in tandem both with the willingness of students to suffer the headaches of guiding the project to completion and the always unpredictable availability of funds. Occasional rumours of the Review's demise are evidently without foundation as the present weighty instalment makes clear. Those who laboured on the project – and this was overwhelmingly a student initiative – are to be congratulated for having engineered a happy convergence of the two elements critically important for the success of all such ventures: organizational prowess and fundraising chutzpah, a fine blend of tenacity and suasion.

The members of the History Department are delighted to see the Review in print again. Each academic year witnesses the production of some quite exceptional writing by students at all levels of the programme. Faculty acknowledges these efforts with high academic standing which brings with it a flush of personal gratification for the student. But it is, of course, so much more rewarding to share one's achievements with one's peers in the kind of public forum facilitated by the Review, to know that your work is both meritorious and exemplary, and that others will know it also.³⁰⁶

This was an impressive publication featuring nineteen essays, notably by Jessica van Horssen, Justin Forster, and subsequent valedictorian John Horn, with pictures of students and staff.³⁰⁷

The four student editors of the *Historical Review* were drawn from the Historical Society, also then known as the History Soviet. They thanked the professors and instructors: Childs, Harvey, Manore, Wegert, and Peter Cook and Daviken Studnicki-Gizbert. They acknowledged the support of the McConnell Fund as well. The editors pointed to the diversity of essay topics, impressive considering the size of the school and the fact, as they put it, that only two professors were full-time faculty members, one being the dean of Humanities. The *Review* was proof "that the History Department is perfectly capable of overcoming limitations ranging from diversity in fields of study to the number of courses offered." The editors went on:

McGill, Queen's and U of T can have their academically inclined instructors (all of our professors could teach there if they wanted to... if they wanted too [sic]) but I think it's safe to say that we here at Bishop's have no problem learning

306. K. Wegert, "Forward," *Bishop[']s University Historical Review 2002-2003*, James Clifford *et al.*, ed., 1.

307. Clifford *et al.*, *Historical Review 2002-2003*, 7-8.

*from a prof who knows our name, let's us call them by their first (except maybe Dr. Wegert, or Karl...) and who is just as sharp behind a pitcher at the Golden Lion as they are behind a lectern.*³⁰⁸

Student Recollections

The vibrant and meaningful social connections of the History Department – and I include faculty and students in this – made its graduates better communicators, excellent teammates, outstanding critical thinkers, very creative, and leaders of tomorrow (which is reflected by our current leadership). For example, Wegert putting himself *out there* as a conservative straw man (I don't think he's really so conservative) allowed for the small-group debate and articulation skills that are a very rare part of one's undergraduate experience; further, none of us were intimidated by authority figures when we went into grad school – or the real world – after our academic and social engagements with the Department's faculty.

Three courses in particular held great significance for me:

1. "Britain in the First World War" with Michael Childs – This was a nine-person seminar class with a heavy amount of intellectual horsepower; Michael still raves about the level of conversations amongst our group. Personally, it was this class that had a lot to do with my exploration of the First World War for my graduate work (my major research paper was on the topic of humour in the Great War).
2. "Early Modern Europe" with Karl Wegert – My friend, Kurt Heinrich, critiqued Karl's book and it was entertaining stuff; more importantly, though, this was the first place where our cohort of students (third and fourth year, Spring 2002) engaged in seminars together.
3. "Latin America: 1800 to the Present" and "Race and Bondage" with Daviken Studnicki-Gizbert – Daviken is a brilliant man (now chair of the World History Department at McGill, I believe) and Bishop's was lucky to have him. This class saw us review cases, read fiction (chosen for its context to the historical subject matter), have debates, and for the "Race and Bondage" class we went on a field trip to John Brown's farm in upstate New York.

The parties were fantastic, and I still feel fortunate to have shared bottles of wine and jugs of beer with my professors in their homes – truly, this is a unique element of the Bishop's University experience. By the time our graduating class left the University, the History Soviet had a reputation for fantastically themed (historically themed) celebrations.

To this day, my History Soviet shirt is one of my most cherished possessions, for it represents scholarship, friendship, innovation, and the most unique sort of experiential learning that exists in Canada's post-secondary community.

– John Horn '03

308. *Ibid.*, 9-10.

Teaching awards speak to the enduring appreciation of Bishop's students for their professors. Dr. Childs and Dr. Wegert were honoured with the William and Nancy Turner Award, respectively in 1994 and 2004, while Dr. Harvey won the Student Representative Council Teaching Award for the Humanities in 1999. Instructor Peter Cook won the Divisional Teaching Award in 2002.

A NEW BALANCE

Over the course of six years, Dr. Burns died, Dr. Jenkins and Dr. Wegert retired, and Galen Perras left after only two years on staff. The process of renewing the faculty occurred without the acrimony that had embittered departmental relations a quarter of a century earlier. Students did not suffer, in that gradual transition, and in fact benefitted from a wider field of academic expertise. An external review clearly indicated, in 1999, that "[t]he Department is one of the strongest academic departments at Bishop's University. This is attested by the Vice-Principal, by the Deans of Humanities and Social Science, and by the students of the Department."³⁰⁹ Some faculty members considered the first half of that decade as a high-water mark for History and expressed some apprehension about the future.³¹⁰ Though legitimate, these concerns were not concretized and the History Department remained the flagship of the Humanities Division.

In the fall of 2001 there were seven honours students in History, with fifty-five students majoring and nine taking the minor. Four years later, the Program numbered eight students in the honours stream, seventy-three seeking the major, and twelve taking the minor. In addition there were twenty-six students in the Social Studies Program at the latter date. The number of awarded degrees in the field also rose over the course of those four academic years.³¹¹ The difference is not attributable to a noticeable surge of interest in History, but rather to Ontario's double cohort and, subsequently, to greater efforts in enrolment and student retention.

Bishop's, meanwhile, remained perforce defined by its size. In the fall of 2003, class sizes of fewer than thirty students accounted for seventy-one percent of the total.³¹² Some History courses do currently attract a large clientele, but the proximity between students and professors has not been lost as a result, nor have the close ties among History students diminished. From their first year, when they take the compulsory methods course, to the time spent with peers in fourth-year seminars, students have the opportunity to develop their skills with the immediate support and encouragement of faculty members and to share their common interest in academic and extracurricular activities. A balance has been struck and it is now left to dynamic students to seize the opportunities that are offered to them by their small, liberal arts college.

309. "Report of the External Review Committee," *SPARC Review of History* (1998-1999).

310. *Ibid.*

311. "Department Statistics," *SPARC Review of History* (2006), 15.

312. *Bishop's University Viewbook/Application*, 19.

Conclusion

In the summer of 1904, H. V. Routh, a young scholar who had taken up a teaching position at Bishop's only a year before, set out across the Townships to raise interest and draw attention to the College among the local population. "Lennoxville," he found, "simply escapes people's attention."³¹³ There was little knowledge of Bishop's, and among those who did have an impression, the institution was deemed "too English" as well as "High Church."³¹⁴ Routh was inclined to dismiss this criticism, but admitted that "the degree at McGill is regarded as more valuable than that at Bishop's . . . The belief arises from the fact that one is always hearing about McGill and never about Bishop's."³¹⁵

Otherwise the institution was "still paying the penalty for the sins of our predecessors," students and professors who did not live up to their own standard. Hence there was a pressing need to advertise Bishop's, to correct misperceptions and enhance its local standing. Alumni were to play an important part in this task and in efforts to increase enrolment, notably among young women who wished to become teachers. The small student body, after all, capped the number of faculty members and held back the breadth of the course load. Wrote Routh, "Lennoxville, in some cases, suffers from the smallness of its staff. There is a natural though not necessarily logical inference that a University with 40 professors offers better courses than one with 10."³¹⁶ The quality of a Bishop's education was not disputed, but it would remain true, through the following century, that the institution's size undermined its claim to a "broad" liberal arts education.

The more things change, the more they stay the same. The notion is absurdly reductive, especially for a historical study like present one, but the numerous elements of continuity running all through the history of Bishop's University are inescapable. Bishop's is small, and pays the price in reputation as well as in academic breadth. But a sense of community and shared purpose, personal commitment and support, and the other benefits of education at a small, residential, liberal arts college have also followed, and in this History students at Bishop's had no reason to envy their peers at McGill. All things considered, the History Program has fared exceptionally well.

Ultimately one finds that the story of the History Program, its faculty and its students, is also that of Bishop's University, the former a microcosm of the latter. Professors have enriched the intellectual lives of their students, and more broadly, have contributed to their institution in manifold ways. The same is true of History students. The momentary decline of the Program some thirty to forty years ago was as steep as its rise to prominence under E. E. Boothroyd, but under the

313. H. V. Routh, "Bishop's College and the Eastern Townships," *The Mitre*, vol. 12, no. 1 (October 1904), 4-12.

314. *Ibid.*

315. *Ibid.*

316. *Ibid.*

committed guidance of dynamic professors and passionate students, History found its footing anew, and while its future lies impenetrable, it is in steady, capable, even enthusiastic hands, and remains an essential at such an institution as Bishop's.

This foregoing essay is neither a prosopography nor a technical guide to history. It is rather an illustration of the discipline in a very specific setting, a discipline which, much like education in general, is moulded by the teacher who teaches it and the student who studies it, and still more significantly, by the society and institution in which it evolves. It is fluid, and for this reason alone signposts are often needed. Some knowledge of the past goes a long way in the analytical process, broadening one's mind to alternative scenarios, to additional case studies drawn from different circumstances. This essay provides such context that administrators, professors, and students alike might assess, and try to improve, the History Program at Bishop's.

This study does not convey the *zeitgeist* of any specific period of the history of Bishop's. For such depth one can turn to Masters and Nicholl, whose respective approaches do justice to their academic and administrative perspectives, respectively – one still awaits a student-centred narrative. The present study is a complement to these works, a magnifying glass hovering over those people, policies, academic orientations, and student experiences that contributed to the History Program, neglected in other published material. Jim Sweeny had the same idea with his master's thesis, as he peered into the history of the Faculty of Divinity. Additional program-specific studies would enhance the general understanding of the University's history by multiplying view points and shedding light on what would otherwise be footnotes.

This essay does convey a "site-geist," that is, the spirit of the place, accrued over generations. Bishop's is a unique environment, and has been since its inception. As in any other place so distinctive, the more one learns about its buildings and the people who passed through, the more one is filled with its energy, touched by its spirits, cognizant of the power of the space. Some historians are better acquainted with certain historic sites than with their own neighbourhoods, and with certain historical figures than with their neighbours. By virtue of this they see and even feel some things that others do not – maybe not spirits, but at least they gain elevating perspective as well as a sense of the space they occupy beyond its immediate manifestations.

Let that be the merit of this research project above and beyond all others.

Appendix

1843	Bishop's College is incorporated. The first cohort, numbering ten students, enters two years later.
1855	Bishop's grants its first university degrees to students and alumni.
1877	Jasper Nicolls dies after thirty-two years in the office of principal.
1891	In one of the worst conflagrations in campus history, both the Chapel and the College School building, rebuilt in two years and later becoming the north section of the Science Building, are destroyed, while the main hall, later known as McGreer Hall, suffers substantial damage.
1897	L. R. Holme contributes to the extension of the curriculum, which now includes a Philosophy stream with a historical concentration.
1900-1905	Principal J. P. Whitney, later a professor at Cambridge, teaches history at Bishop's in addition to his administrative duties.
1906-1944	E. E. Boothroyd, first appointed lecturer in English and History, soon becomes a full professor and the first chairman of the History Department. Eventually he is appointed vice-principal.
1922-1947	A. H. McGreer serves as principal of the College, now commonly known as Bishop's University. The mystery of his disappearance, after a quarter of a century in office, only unravels the following spring when his body is found at the mouth of the Massawippi.
1944-1966	D. C. Masters, a distinguished scholar and prolific researcher and writer, is the chairman of the Department. He remains the only professor within the Department till the arrival of Roderick Thaler. They are later joined by Claude Thibault and the first female instructor in History, Phyllis Home.

Historical Outline

1944	Students establish <i>The Campus</i> , which leads to a process of redefinition for <i>The Mitre</i> , founded a half-century earlier.
1945	The History Club is born.
1960-1967	Reflecting expanding enrolment, additions to the campus landscape in this period include Abbott, Kuehner, and Munster residences; Bishop Mountain House, subsequently the Student Union Building; Nicolls, Hamilton, and the south section of the Andrew S. Johnson Science Building; Dewhurst Dining Hall; and Centennial Theatre.
1970-1976	Principal D. M. Healy's interest in raising the level of scholarship in all departments leads to conflict between administrators and teaching staff. Questions over the fate of the University, with the introduction of the CEGEP system, add to internal pressures. In History, Rod Thaler dies, Claude Thibault leaves, and Phyllis Home retires; of seven faculty members several years earlier, only Charles Wojatsek remains.
1977	The <i>Historical Review</i> first appears.
1982	The Eastern Townships Research Centre is established. It relocates to its current premises, in McGreer Hall, on the occasion of the University's sesquicentennial.
1998-1999	Robin Burns dies. The graduate program in History is closed.
2003	Ontario's "double cohort" of Grade XII and Grade XIII students enters the post-secondary system, boosting enrolment at Bishop's.
2007	Following a summer strike by support staff, a motion of censure adopted by the student body, in the fall, leads to Principal R. Poupart's resignation.

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Additional Primary Source Material

(*Available through the Eastern Townships Resource Centre)

- *Alumni Newsletter / BU News**;
- *Bishop's University Historical Review**;
- *Bishop's University Viewbook/Application*;
- *The Calendar of the University of Bishop's College / Bishop's University Academic Calendar**;
- *The Campus**;
- *The Gazette*;
- *The Mitre / The New Mitre**;
- *Sherbrooke Daily Record / The Record*;
- *SPARC Review of History**;
- *The Stanstead Journal*;
- *Studies in History and Politics**;
- *The Yearbook of the University of Bishop's College / The Quad**.

ABOUT THE AUTHOR

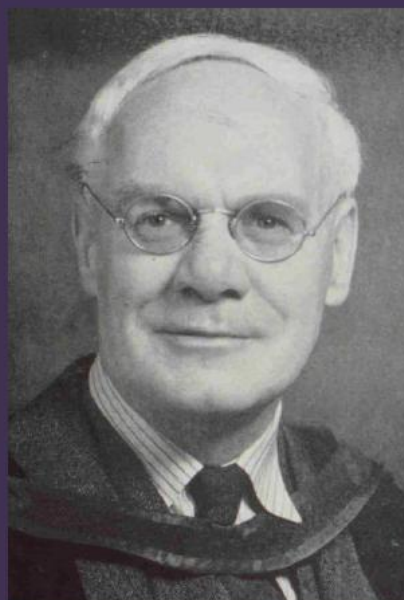
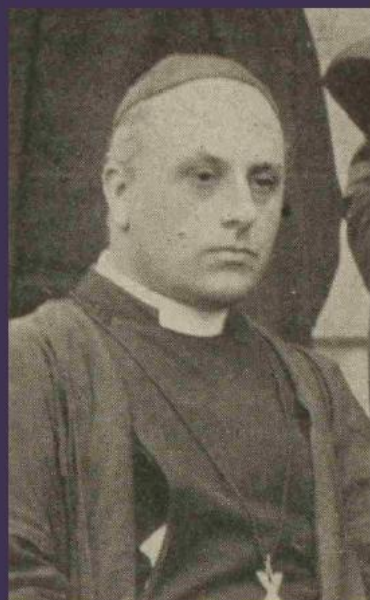
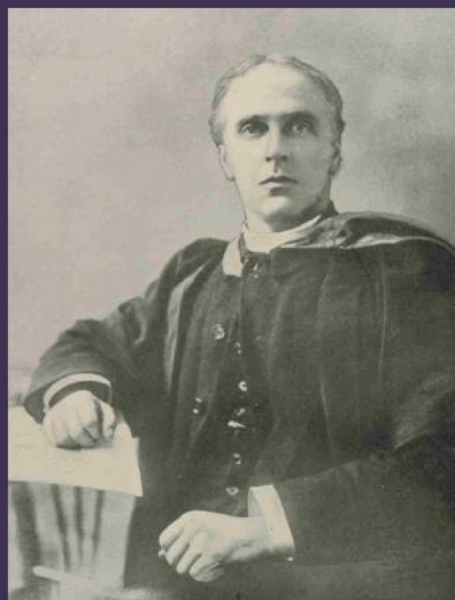
Patrick Lacroix, a product of Ecole secondaire Massey-Vanier and the Collège (now Cégep) de Sherbrooke, came to Bishop's in 2005, completed the course work for his honours degree in History in 2008, and graduated with a minor in Public Administration and Public Policy in 2009. While at Bishop's, Lacroix served as treasurer and "Supreme Leader" of the History Soviet and contributed to the editorial board of the *Bishop's University Historical Review*. Beyond political activities and ventures into the world of publishing, he has since earned a master's degree in History at Brock University, in St. Catharines, Ontario, and worked as a substitute teacher, a teaching assistant, and a correspondent for *The Record* in his native Eastern Townships.

Contact: patrick.lacroix@hotmail.com

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Clockwise from
top left –
James P. Whitney;
Thomas B. Waitt;
Eric E. Boothroyd;
Donald C. Masters;
Roderick Thaler;
Claude Thibault;
Phyllis Home;
Charles Wojatsek;
Robin Burns;
Centre (top) –
Karl Wegert
Centre (bottom) –
Peter Baskerville

